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ABSTRACT

This self-study program for the high-school level contains lessons in the following subjects: Spelling Endings Added to e; Capitalization; Question Marks and Exclamation Points; Quotation Marks; Spelling Double Letter Demons; Colons and Dashes; Punctuating Series with Commas and Semicolons; More Confusing Word Pairs; Separating Sentence Parts with Punctuation; Other Uses for Commas and Semicolons; and More Special Spelling Problems. Each lesson concludes with a Mastery Test to be completed by the student. (DB)

PM 431-109

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ED 070914

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

SPELLING ENDINGS ADDED TO E

LEVEL: III

UNIT: 5

LESSON: 1

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U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1.

Keep your eye on the e.

The main part of the word careful is care. As you know this is called the root; ful is the ending.

In the word careless, the root is care and the ending is _____.

less

LOOK AT the word encouragement, the root is _____ and the ending is _____

encourage ment

Many words can be used to create new words by adding endings to them. For example, the words careful and careless both start with the word _____.

care

Careful is made of two parts _____ and _____.

care
ful

Careless is made of two parts _____ and _____.

care
less

CIRCLE the root and UNDERLINE the ending in this word:

arrangement

arrange ment

2.

The words in this spelling lesson will all have two parts. The main part of the word is called the _____; the part added onto the main part of the word is called the _____

root
ending

3.

KEEP your eye on the final e of the root word in the list of words below. See what happens to this e when an ending is added and a new word is formed.

Root	+	Ending	=	New Word
arrange	+	ment	=	arrangement
care	+	ful	=	careful
admire	+	able	=	admirable
definite	+	ly	=	definitely
believe	+	ing	=	believing
care	+	less	=	careless

NOTICE that when an ending is added to some words the final e on the root word is kept and in other words the final e on the root is dropped.

What happens to the final e of the root?

CHECK the correct column:

	final e is kept	final e is dropped	final e is kept	final e is dropped
arrangement	☐	☐	☒	
careful	☐	☐	☒	
admirable	☐	☐		☒
definitely	☐	☐	☒	
believing	☐	☐		☒
careless	☐	☐	☒	

4. PREVIEW FRAME When endings are added to root words the spelling of the root words sometimes changes. In this lesson you will learn about root words that end in e. Throughout the lesson, KEEP your eye on the final e of root words as they are combined with endings. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
5. UNDERLINE only the root in the words: arrangement careful definitely careless What happened to the final e on the root word in each case when an ending was added to it? ☐ the e was dropped ☐ the e was kept KEEP your eye on the final e of the root. COMPARE the root with the new word formed when an ending is added to it. admire believe admirable believing What happens to the final e of the root word when an ending is added to it? ☐ the e is dropped ☐ the e is kept	arrangement careful definitely careless the e was kept the e is dropped

6.

MATCH the statement with the words below:

A. the final e is kept

B. the final e is dropped

_____ coming	B
_____ lovable	B
_____ definitely	A
_____ admiring	B
_____ arrangement	A

7.

In order for you to learn whether to keep the e or drop the e before you add endings to words you must recognize two types of letters: vowels and consonants.

The vowels are: a, e, i, o, u
The consonants are: all the other letters in the alphabet which are not vowels

CIRCLE the vowels in these words:

met:	m e t	met
about:	a b o u t	about
life:	l i f e	life

CIRCLE the consonants in these words:

met:	m e t	met
about:	a b o u t	about
life:	l i f e	life

8.

The letters a, e, i, o, u are named:

☐ consonants
☐ vowels

vowels

The letters t, p, q, b, x are examples of:

☐ consonants
☐ vowels

consonants

WRITE either V for vowel or C for consonant on the lines beside each letter.

said	president		
s _____	p _____	s C	p C
a _____	r _____	a V	r C
i _____	e _____	i V	e V
d _____	s _____	d C	s C
	i _____		i V
	d _____		d C
	e _____		e V
	n _____		n C
	t _____		t C

9. REVIEW In the word <u>arrangement</u>: the root is _____ the ending is _____ The root ends in the letter <u>e</u> which is a: ☐ consonant ☐ vowel The ending begins with the letter <u>m</u> which is a: ☐ consonant ☐ vowel	 arrange ment vowel consonant
10. <u>Root word</u> + <u>ending</u> = <u>New word</u> arrange + ment = arrangement believe + able = believable LOOK AT the root words above. Both root words end in which letter? _____ The ending <u>ment</u> begins with a: ☐ consonant ☐ vowel The ending <u>able</u> begins with a: ☐ consonant ☐ vowel	 e consonant vowel

11.

REFER TO FRAME 10.

What happened to the final e of the root word when the ending beginning with the consonant was added.

- ☐ it was dropped
- ☐ it was kept

it was kept

What happened to the final e of the root word when the ending beginning with a vowel was added to it.

- ☐ it was dropped
- ☐ it was kept

it was dropped

12.

READ this list of words:

arrange + ment = arrangement

care + ful = careful

care + less = careless

definite + ly = definitely

With what kind of letter do all the endings above begin?

- ☐ consonants
- ☐ vowels

consonants

What happened to the e in all the words listed above?

- ☐ the e was dropped
- ☐ the e was kept

the e was kept

13.

READ this list of words:

admire + ing = admiring

believe + able = believable

come + ing = coming

love + able = lovable

With what kind of letter do the endings above begin?

- ☐ consonants
- ☐ vowels

vowels

What happened to the e in all the words listed above?

- ☐ the e was dropped
- ☐ the e was kept

the e was dropped

14.

Before endings can be correctly added to a root word, you must first keep your eye on the final e of the root word to see whether you keep the e or drop the e.

Next you LOOK at the ending which is to be added to the root to decide whether it begins with a vowel or consonant.

In the case of the word: arrange + ment you first notice that the root ends in e.

The ending begins with a:

- ☐ consonant
- ☐ vowel

consonant

The Rule is: when an ending which begins with a consonant is added to a root which has a final e you:

- ☐ drop the e before adding the ending
- ☐ keep the e before adding the ending

keep the e before. . .

15.

Using the rule, add endings to the words below:

RULE: KEEP the final e before endings beginning with a consonant.

manage + ment = _____ management

positive + ly = _____ positively

replace + ment = _____ replacement

16.

In the case of the word: admire + able
you notice that the root ends in the letter _____

e

The ending begins with a:

☐ consonant
☐ vowel

vowel

The new word is admirable.

The Rule is: When an ending which begins with a vowel is added to a word ending in final e, you:

☐ drop the e before adding the ending
☐ keep the e before adding the ending

drop the e before . . .

17.

Use the rule and add endings to the words below:

RULE: DROP the final e before endings beginning with a vowel.

hinge + ing = _____ hinging

make + ing = _____ making

live + able = _____ livable

18.

MATCH the correct rule to the words below.

A. Drop the final e of the root before adding an ending which begins with a vowel

B. Keep the final e of the root word before adding an ending which begins with a consonant

_____ encouragement	B
_____ writing	A
_____ hopeful	B
_____ typing	A
_____ careless	B

19.

COMPLETE the words below.

APPLY the rules you have learned about adding endings and form new words with the following:

live + ly = _____	lively
fire + ing = _____	firing
ride + ing = _____	riding
rare + ly = _____	rarely

20.

CIRCLE the words which are correctly spelled in each of the examples below:

1. definitly	definitely	definitely
2. believable	believeable	believable
3. making	makeing	making
4. replacement	replacment	replacement

21. MORE PRACTICE ADD endings to these words: announce + ment = _____ fierce + ly = _____ ride + ing = _____	 announcement fiercely riding
22. PREVIEW FRAME You have just learned two rules which will help you remember whether to keep the final e or drop the final e of the root word when you add endings to words. These rules will work for you most of the time, but unfortunately there are some words for which the rules do not fit. The next few frames will acquaint you with some of the exceptions to the rule. NO RESPONSE REQUIRED	 GO ON TO THE NEXT FRAME
23. WATCH the final e when endings are added to these words: argue + ment = argument awe + ful = awful due + ly = duly judge + ment = judgment true + ly truly whole + ly wholly NO RESPONSE REQUIRED	 GO ON TO THE NEXT FRAME

24.

What happened to the final e of the root when an ending was added to each of the words in Frame 23:

- ☐ the final e was dropped
- ☐ the final e was kept

the final e was dropped

If you remember, one rule you learned was that if a root ends in final e and the ending begins with a consonant you ordinarily would:

- ☐ drop the e
- ☐ keep the e

keep the e

Do the words in the frame follow the rule?

- ☐ no
- ☐ yes

no

25.

In order to help yourself remember the exceptions to the rule, the words have been put into two sentences

I am duly and truly sorry for the awful argument we had.

The judgment was wholly unfair.

ADD endings to these words: - Use the sentences to help yourself.

due	+	ly	= _____	duly
true	+	ly	= _____	truly
awe	+	ful	= _____	awful
argue	+	ment	= _____	argument
judge	+	ment	= _____	judgment
whole	+	ly	= _____	wholly

26.

Help yourself remember the exceptions to the rule by CROSSING OUT the final e in each case and WRITE the whole word in the blank provided. The first one is done for you.

I am duly (du~~e~~+ly) and _____ (true+ly) sorry for the _____ (awe+ful) _____ (argue+ment) we had.

The _____ (judge+ment) was _____ (whole+ly) unfair.

I am duly and truly (true+ly) sorry for the awful (awe+ful) argument (argue+ment) we had.
The judgment (judge+ment) was wholly (whole+ly) unfair.

27.

All the words in this list are exceptions to the adding endings rules.

CORRECT each misspelled word. If the word is correct, PLACE a x in the blank.

argument	x
aweful	awful
duly	x
judgement	judgment
truely	truly
wholly	x

28.

CIRCLE the words which are exceptions to the rule for adding endings in each example below:

arrangement	wholly	definitely
argument	positively	careless
management	careful	truly
replacement	positively	awful

wholly
argument
truly
awful

29.

REVIEW

COMPLETE the words below by adding the ending and making a new word. What rule did you apply? MARK the letter of the rule.

a. Drop the final e of the root before endings beginning with a vowel.

b. Keep the final e of the root before endings beginning with a consonant.

c. Exception to rule

use	+ age	_____	_____	usage	a
announce	+ ment	_____	_____	announcement	b
excite	+ ment	_____	_____	excitement	b
write	+ ing	_____	_____	writing	a
true	+ ly	_____	_____	truly	c
use	+ ing	_____	_____	using	a
argue	+ ment	_____	_____	argument	c

PART II

30.

PREVIEW FRAME

In Part I of this spelling lesson you have been keeping your eye on the e, and you have had to decide whether to keep the final e or drop the final e on the root words before adding endings to these root words.

In Part II of this lesson you are going to learn to add endings to words which end in y and you will be asked to keep your eye on the y to see what happens when endings are added to these words.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

31.

WATCH the y and see what happens when endings are added to the words in the list below:

Root Word	+	Ending	=	New Word
carry	+	ed	=	carried
happy	+	ness	=	happiness
penny	+	less	=	penniless

In each new word above, what happened to the y?

☐ the y was dropped
☐ the y was kept

the y was dropped

COMPARE: carry + ed
carried

What letter replaces the y when ed is added to carry?

_____

i

Does the same letter replace the y in the list of new words above?

☐ yes
☐ no

yes

UNDERLINE the letter which replaced the y in each of these words:

busy + ness = business
vary + ed = varied

business
varied

32. REPLACE the y with an i in each case below to form new words: busy + ness = _____ weary + ly = _____ weary + ed = _____	 business wearily wearied
33. You have noticed that to what words ending in y you replace the y with what letter before adding endings ? _____	 an i
34. Certain words in their singular form (implying one) which end in y can be made plural (more than one) by adding the letters es. KEEP your eye on the y and LOOK AT the singular and plural forms of these words: secretary secretaries inquiry inquiries lady ladies What letter of the singular word was changed before the plural ending es was added ? _____	 the y

35. CHANGE the y to i before adding endings to these words: secretary + es = secretar_____ inquiry + es = inquir_____ lady + es = lad_____	 secretaries inquiries ladies
36. APPLY what you have learned about words ending in y and CHANGE these singular words into plurals by adding the ending es. utility + es = _____ allergy + es = _____	 utilities allergies
37. REVIEW FRAME MATCH the statement which best describes what happens to the root word when an ending is added to it. A. change the y to i B. drop the final e C. keep the final e D. exception to (b) 1. _____ duty 2. _____ replacement 3. _____ truly 4. _____ ladies 5. _____ definitely 6. _____ freely	 1. A 2. C 3. B 4. A 5. C 6. C

38. CHANGE the y to i before adding the endings to these words: extraordinary + ly = _____ cloudy + ness = _____ vary + ed = _____	 extraordinarily cloudiness varied
39. MAKE new words by adding endings to the words below: happy + ly = _____ cloudy + ness = _____	 happily cloudiness
40. CORRECT the misspelled words in the list below. PLACE a check beside the words which are correct: pennyless _____ happily _____ shabbyly _____ extraordinarily _____	 penniless X shabbily X
41. ADD endings to these words: lazy + ness _____ silly + ness _____ satisfy + ed _____	 laziness silliness satisfied

42. CIRCLE the misspelled word below and WRITE it correctly in the space provided: cloudiness happily satisfyed varied _____	satisfyed satisfied
43. SELECT the misspelled word from the lists below. If all are correct, CHECK the box labelled none misspelled: ☐ argument ☐ positively ☐ believable ☐ hingeing ☐ none misspelled	hingeing (should be hinging)
44. ☐ ladies ☐ penniless ☐ believable ☐ encouragment ☐ none misspelled	encouragment (should be encouragement)
45. ☐ judgment ☐ definitely ☐ careless ☐ lovable ☐ none misspelled	none misspelled

46.

- ☐ extraordinarily
- ☐ duly
- ☐ wholly
- ☐ comeing
- ☐ none misspelled

comeing (should be coming)

47.

- ☐ allergies
- ☐ inquirys
- ☐ management
- ☐ utilities
- ☐ none misspelled

inquirys (should be inquiries)

48.

CONCLUSION

Now you have learned how to add endings to certain words. If you remember to keep your eye on the final e and keep your eye on the final y, you will help yourself spell words correctly when adding endings to them.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

WORD	DESCRIPTION
ARRANGEMENT	an order, a way of placing things, as an arrangement of flowers; a plan or preparation, as in making arrangements.
CAREFUL	cautious, concerned; After giving careful consideration to the traffic problem, he decided a stop light would be necessary at the intersection.
ADMIRABLE	deserving highest regard; He did an admirable job as president of the student government organization.
DEFINITELY	certainly; precisely; explicitly; I will definitely attend the game.
BELIEVABLE	something that can be trusted as being true; something people have confidence in; The story of seeing the space men was almost believable.
CARELESS	unconcerned, as in a careless attitude toward something; carefree, as in taking a careless walk through the woods.
LOVABLE	having qualities that make people feel affection and love; The toy terrier was a lovable pet.
ARGUMENT	disagreement, quarrel; An ordinary discussion can become an angry argument if people begin to raise their voices.
AWFUL	terrible; Because business was so slow, I was given the awful job of firing new employees.

DULY	directly, exactly; He was duly rewarded for his bravery.
JUDGMENT	a formal opinion; good sense; Use your best judgment in deciding which road to take.
TRULY	sincerely, as in yours truly; truthfully, as in being a truly good friend; indeed, as in Truly she is a fine tennis player.
WHOLLY	completely Do you think he is wholly aware of the danger in racing?
PENNILESS	without a penny After paying his many debts, he was left penniless.
BUSINESS	occupation, commerce, industry; The downtown business area is a vital spot in a city.
VARIED	changed in some way; He varied the route he took home each day.
WEARILY	in a tired, worn out manner; After taking a difficult exam, the student wearily walked to his next class.
WEARIED	exhausted, tired; My attention was wearied by the speaker's droning voice.
LIVELY	actively, gaily, with much energy; Lively music was piped through the building.
FIRING	exploding as in a firing cannon; heating in an oven, as in firing pottery in a kiln; shooting as in firing a gun.
RARELY	seldom, not often. Our new neighbors rarely seem to leave their house.

REPLACEMENT	something that takes the place of; We will need a replacement for our office secretary.
ANNOUNCEMENT	a public notification; The company sent an announcement to its stock-holders notifying them of a new item under production.
FIERCELY	cruelly, violently hostile, ferociously: Fiercely, shaking his fists, the angry shopkeeper chased the disrespectful youths from his store.
HINGING	joining, as in hinging the shutter on the window; depending upon, as in a game hinging on good weather.
LIVABLE	suitable for living; A grass hut would not be a livable shelter at the North Pole.
ENCOURAGEMENT	the act of giving hope or promise; With enough encouragement, many people can overcome a tragedy.
HOPEFUL	having a positive attitude; having faith; He was hopeful about his future success as an engineer.
MANAGEMENT	the act of directing or controlling; Under careful management, the business was a success.
POSITIVELY	confidently, as in positively giving an answer; truly, really, as in positively having proof; favorably, as in positively supporting a candidate.
EXTRAORDINARILY	remarkably; That transistor radio transmits extraordinarily good tone.

CLOUDINESS	the state of being overcast, gloomy, grey. Cloudiness together with humidity made the day bleak and uncomfortable.
SECRETARY (SECRETARIES)	an employee who handles correspondence(letters) and keeps records.
INQUIRY (INQUIRIES)	a request for information, an investigation; At the inquiry the suspect was questioned by the judge.
UTILITY (UTILITIES)	something useful; a public utility is a service provided to the public such as electricity, gas and water. The utility of a simple paper clip is unquestioned.
ALLERGY (ALLERGIES)	a reaction of the body to certain substances such as plants or foods;

MASTERY TEST

Time started _____

LOOK carefully at the spelling words below. In each case CHECK the appropriate column to indicate whether the word is spelled correctly or whether it is misspelled.

	CORRECT	INCORRECT
1. believing	☐	☐
2. cloudyness	☐	☐
3. arrangement	☐	☐
4. duly	☐	☐
5. definitely	☐	☐
6. comeing	☐	☐
7. secretarys	☐	☐
8. business	☐	☐
9. varied	☐	☐
10. wearily	☐	☐
11. inquirys	☐	☐
12. happiness	☐	☐
13. positively	☐	☐
14. truly	☐	☐
15. replacement	☐	☐
16. wholely	☐	☐
17. judgment	☐	☐
18. hinging	☐	☐
19. extraordinarily	☐	☐
20. managment	☐	☐

		CORRECT	INCORRECT
21.	careless	☐	☐
22.	arguement	☐	☐
23.	believable	☐	☐
24.	making	☐	☐
25.	penniless	☐	☐
26.	admiring	☐	☐
27.	loveing	☐	☐
28.	careful	☐	☐
29.	encouragment	☐	☐
30.	admireable	☐	☐
31.	awful	☐	☐
32.	allergies	☐	☐

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

CAPITALIZATION

LEVEL: III

UNIT: 5

LESSON: 2

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

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MANPOWER ADMINISTRATION, JOB CORPS
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1.

PREVIEW FRAME

As anyone knows who has ever read a sentence in English, every letter in the alphabet may be written as a CAPITAL LETTER, or as a small letter.

Although you are probably so accustomed to capitalization that you barely notice it when you read, proper capitalization is of great use to you in helping you understand the written word. Capital letters are signs of the beginning of sentences, of names of people and places, of days of the week, and of many other types of words which you, as a reader, must take note of. The capital letter alerts you to what is taking place or to what is being said.

In this lesson you will learn when capitalization is required and how it is used.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

2.

Get out!
Please leave the room.
Why don't you forget about it and go?
It would be better if you left.

Above are four instances of the most common type of capitalization. We say a word is capitalized if it begins with a capital letter as do the underlined words above.

Which one of the following best sums up the rule of capitalization exemplified by all four of the illustrations above?

- ☐ Capitalize the first word of every command.
- ☐ Capitalize the first word of every question.
- ☐ Capitalize the first word of every sentence.

. . . every sentence.

UNDERLINE the words below that should be capitalized.

they spent the day on the beach.

they . . .

she explained that they spent the day on the beach.

she . . .

did they spend the day on the beach?

did . . .

3.

CIRCLE the letters in the following selection that should be capitalized.

we asked her if she would like to help us. she was angry that we could have thought her capable of refusing. who could have imagined that? incredible! we were amazed that she, the only daughter of a rich and doting father, pampered and spoiled all her life, should be so eager.

(w)e asked her if she would like to help us. (s)he was angry that we could have thought her capable of refusing. (w)ho could have imagined that? (i)ncredible! (w)e were amazed that she, the only daughter of a rich and doting father, pampered and spoiled all her life, should be so eager.

4.

Another major use of capitalization is to designate the names of people and places.

Jane Fields, my brother Harry, Professor Peterson, Aunt Lucy, Mrs. Harris, and three doctors gathered for the meeting on Elm Street. There they elected a president for their new organization. One of my cousins was supposed to be there, but she was ill and went to see Dr. Stone instead.

The examples given below are all in small letters. On the basis of the above selection, CHECK the types of words that should be capitalized.

- ☐ first names
- ☐ family names
- ☐ family relations (e.g., sister, uncle, niece)
- ☐ titles of people when they accompany their names (e.g., uncle Tom, mayor Leonards, judge Harkness)
- ☐ titles not accompanying names (e.g., an uncle, a mayor, a judge)
- ☐ names of streets
- ☐ types of groups (e.g., club, committee, company)

first names

family names

titles of people . . .

names of streets

5.

All names of people, places, organizations, and the like, are capitalized. In addition, all titles accompanying names are capitalized, while those which do not are not.

Consider the following example:

> Last year three new judges were elected.
> Judge Coleman was among them.

CIRCLE the letters in the sentences below that should be capitalized.

My aunt sue went to see a doctor about her cold.

My brother was elected chairman of a new club called the greybeards.

Yesterday I saw mrs. smith and her daughter.

I think mayor richards is the youngest mayor we have ever had.

My (a)unt (s)ue went to see . . .

. . . (t)he (g)reybeards.

Yesterday I saw (m)rs. (s)mith . . .

I think (m)ayor (r)ichards . . .

6.

Remember that only words referring to people, places, or things by <u>name</u> should be capitalized.

DRAW an X over every letter that is <u>incorrectly</u> capitalized in the sentences below.

Tomorrow my Brother and my Cousin are visiting a new Lawyer on Elm Street. The Lawyer, whose name is John P. Riley, is a member of the Bar Association. His partner is another Lawyer who was once a Professor at State University. His name is Mr. Green and he is the Uncle of one of the richest Bank Presidents in town.

Tomorrow my Xrother and my Xousin are visiting a new Xawyer on Elm Street. The Xawyer, whose name is John P. Riley, is a member of the Bar Association. His partner is another Xawyer who was once a Xrofessor at State University. His name is Mr. Green and he is the Xncle of one of the richest Xank Xresidents in town.

7. CIRCLE the letters in the sentences below that should be capitalized. tom smith, my sister, and uncle sidney all came on time. There were three doctors there, one of which was dr. rocklin. mr. and mrs. townsend brought their daughter melissa.	(t)om (s)mith, my sister, and (u)ncle (s)idney all came on time. There were three doctors there, one of which was (d)r. (r)ocklin. (m)r. and (m)rs. (t)ownsend brought their daughter (m)elissa.
8. As was mentioned before, just as names of people are capitalized, so are names of places capitalized. This includes nations, states, cities, parks, buildings, geographical regions, and the like. Every word in the name must be capitalized. Places are only capitalized, however, when they are referred to by name, as in the following example: New York City is the greatest city in the world. CIRCLE the letters in the sentences below that should be capitalized. The middletown public library building is situated just outside chestnut park. chestnut park is the only park in that part of town and many of the larger streets in the neighborhood lead into it. One of its main gates opens onto oak street and grayson boulevard.	(T)he (m)iddletown (p)ublic (l)ibrary (b)uilding is situated just outside (c)hestnut (p)ark. (c)hestnut (p)ark is the only park in that part of town and many of the larger streets in the neighborhood lead into it. One of its main gates opens onto (o)ak (s)treet and (g)rayson (b)oulevard.

9. Examine the following sentences for words indicating direction. California lies west of Texas. California is in the West. The words, north, south, east and west are capitalized when they indicate: ☐ direction ☐ a section of the country or a geographical region ☐ both of the above CIRCLE the letters below that should be capitalized. Birds travel south in winter because they know that it is warmer in the south than in the north.	a section of the country . . . Birds travel south in winter because they know that it is warmer in the (s)outh than in the (n)orth.
10. Remember that a word is capitalized only if it refers to a specific place, section or geographical region. CIRCLE the letters below that should be capitalized: I have never seen Eskimos since they live in the north and I was born and bred in the south.	I have never seen Eskimos since they live in the (n)orth and I was born and bred in the (s)outh.

11.

CIRCLE the letters in the sentences below that should be capitalized.

I live just south of central park, the largest park in new york city.

Their new office is located in the chase manhattan building.

Mary's mother comes from the south, just north of selma, alabama.

I live just south of (c)entral (p)ark, the largest park in (n)ew (y)ork (c)ity.

Their new office is located in the (c)hase (m)anhattan (b)uilding.

Mary's mother comes from the (s)outh, just north of (s)elma, (a)labama.

12.

Just as names of places are capitalized, so are names of nationalities and languages, as in the sentence below.

> Tom is Portuguese by birth. He speaks Portuguese fluently and French like a Frenchman. Unfortunately, he is not as good at learning mathematics and physics as he is at learning languages.

CHECK the examples below that are <u>incorrectly</u> capitalized:

- ☐ a Genius
- ☐ a Red-haired man
- ☐ Irish
- ☐ a Geography book
- ☐ a Spanish costume
- ☐ a Millionaire
- ☐ an Englishman
- ☐ a Chinese book

a Genius
a Red-haired man

a Geography book

a Millionaire

13. Just as names of places are capitalized, so are names of nationalities and languages. CIRCLE the letters below that should be capitalized: The latin teacher remarked that many languages such as french, italian and spanish come from the language spoken by the romans in days of old. However, the romans did not excel in their treatment of arithmetic, and the arabic number system has replaced roman numerals in the world today.	The latin teacher remarked that many languages such as french, italian and spanish come from the language spoken by the romans in days of old. However, the romans did not excell in their treatment of arithmetic, and the arabic number system has replaced roman numerals in the world today.
14. CIRCLE the letters in the sentences below that should be capitalized: Professor Dumont is a frenchman who speaks indian and hebrew. He is a professor of languages, geography, and economics.	Professor Dumont is a frenchman who speaks indian and hebrew. He is a professor of languages, geography, and economics.

15. Not only names of people, but names of literary compositions such as titles of books, songs, poems, and the like must be capitalized. Consider the following two titles carefully. The King and I And Then There Was You In the upper title all the words are capitalized except _____. Compare this to the lower title. The comparison suggests that this word is <u>not</u> capitalized when it occurs: ☐ at the beginning of a title ☐ inside a title ☐ both of the above	 and inside a title
16. The general rule is that all words in a title should be capitalized except small connecting words such as: on, a, of, in, and, the. However, if these words occur at the beginning of a title, then they <u>are</u> capitalized. CIRCLE the letters below that should be capitalized: the sea around us a treasury of poetry of mice and men in the still of the night	 (t)he (s)ea (a)round (u)s (a) (t)reasury of (p)oetry (o)f (m)ice and (m)en (i)n the (s)till of the (n)ight

17.

Important exceptions to remember are:

on, a, of, in, and, the

COMPARE the following two titles:

In Search of a Rainbow

A Road in the Desert

On the basis of the examples above, DRAW an X over the words below that are incorrectly capitalized.

The Wizard Of Oz	The Wizard Of Oz
In Tribute to A Friend	In Tribute to A Friend
Song Of A Lark	Song Of A Lark
I Send You All My Love	I Send You All My Love
Up On High	Up On High
A Stroll In The Park	A Stroll In The Park

18.

Names of days, months, and literary or musical compositions should be capitalized.

Remember, no matter what word a title begins with, the first word in the title is always capitalized.

Using the rules above, CIRCLE the letters below that should be capitalized.

On the third sunday of november we met to discuss a new book entitled a night on a star. We decided that two weeks later, which would be the first sunday in december, we would compare this book with another by the same author, entitled in a moment of weakness.

On the third sunday of november we met to discuss a new book entitled a night on a star. We decided that two weeks later, which would be the first sunday in december, we would compare this book with another by the same author, entitled in a moment of weakness.

19.

CIRCLE the letters in the sentences below that should be capitalized.

Try singing "the ragman".

Have you read portrait of a soldier?

On saturday, february 3, we finished a tale of two cities.

His book is called peace on earth.

Try singing "the ragman".

Have you read portrait of a soldier?

On saturday, february 3, we finished a tale of two cities.

His book is called peace on earth.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

WHEN TO USE CAPITALIZATION

Capital letters are signs of the beginnings of sentences, of names of people, places, days of the week, and of many other types of words. By alerting you to these things, capital letters help you follow what is going on in what you read.

BEGINNING OF A SENTENCE

Capitalize the first word of every sentence.

Examples: Get out!
Please leave the room.
Why don't you leave already?
It would be better that way.

NAMES OF PEOPLE AND PLACES

Capitalize the full names of people.

Example: Judith Gail Murphy

Capitalize titles of people but only when they accompany names.

Examples: Judge Jones, Uncle Mack,
Mayor Bradley, Mrs. Townsend
but, a judge, an uncle, a
mayor.

Capitalize the full names of streets, cities, states, countries, buildings, parks, and the like.

Examples: the Chase Manhattan Bank
Yosemite National Park
Grayson Boulevard

Capitalize the words, north, south, east, and west when they designate a section of the country, but not when they indicate direction.

Examples: California is in the West.
but, California lies west of
Texas.

NAMES OF PEOPLE AND PLACES (cont'd)	Capitalize the names of languages, but not other subjects. Example: The Latin professor teaches French and German. <u>but</u>, The Latin professor teaches French, mathematics and geography. Capitalize names of nationalities. Examples: He is Portuguese. Tom is an Englishman.
NAMES OF LITERARY WORKS	Capitalize the full names of all literary works or compositions, such as titles of books, songs, and poems. Examples: And Then There Was You The Sea Around Us Exception: Do <u>not</u> capitalize small connecting words in a title such as, on, a, of, in, and, the, unless they occur at the beginning of the title. Examples: In the Still of the Night Of Mice and Men
NAMES OF DAYS AND MONTHS	Capitalize the names of days of the week and months of the year. Examples: The last day I remember is Saturday, February 21.

MASTERY TEST

Time started _____

READ the following sentences, paying particular attention to the capitalization of the underlined portions. WRITE the number of the portion which contains an error in capitalization. The sentence does not contain any capitalization errors, WRITE C on the line at the left, to show that it is correct.

_____ 1. Is Dr.(1) Jones(2) from chicago(3)?

_____ 2. Have you read "The(1) Pied(2) Piper(3) of(4) Hamelin?"

_____ 3. We went to Yellowstone(1) National(2) park(3) last August(4).

_____ 4. He went to see aunt(1) Ellen(2) with Mr. Wilson(3) last Wednesday(4).

_____ 5. Mary and Bob(1) Thompson(2) live just South(3) of Boston(4).

_____ 6. The Latin(1) professor(2) also taught English(3) and Math(4)

_____ 7. We plan to take a tour(1) of the South(2) in December(3), instead instead of spending Christmas(4) at home.

_____ 8. While you were gone, two issues of the "Journal(1) Of(2) Economic(3) Education(4)" arrived.

_____ 9. They went to see the Empire(1) State(2) Building(3) last winter(4).

_____ 10. Mr. Marini(1) is an italian(2) who lives on the East(3) coast(4).

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

QUESTION MARKS AND EXCLAMATION POINTS

LEVEL: III

UNIT: 5

LESSON: 3

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

When someone is telling you a story, he pauses after each sentence, or after certain groups of words, to let you know that he has just completed a separate statement. If he did not do this, you would not be able to follow him; and, what's more, he would soon run out of breath.

Readers, too, can "run out of breath." If we did not have a way of pausing when we read, we would soon be lost in a tangle of words and ideas that seem to have no meaning.

In order to tell readers when to pause, we use punctuation. We use periods, commas, and other marks to tell our readers that we have come to the end of a single phrase or sentence. Without these marks, it would be very difficult to make any sense out of Written English.

Look at this paragraph written without any punctuation at all:

> During the Middle Ages due as much to politics as to problems of supply transportation and mobilization it was impossible to attain strategic surprise in military campaigns it took weeks even months to assemble an army and even when the force was collected it could move only a few miles a day even the massing of ships though more secretive was difficult to conceal

As you can see, we need "breathing stops" in Written English, too. In this progression you will learn what punctuation marks are, and when and how they should be used.

Time completed _____

1.

You are about to begin several lessons that will teach you how to punctuate. These are punctuation marks used in the English language. Many of them may be familiar to you.

.	period
,	comma
;	semi-colon
:	colon
—	dash
'	apostrophe
?	question mark
!	exclamation mark
( )	parenthesis
" "	quotation marks

In an earlier lesson you learned how to use an apostrophe. When you form possessives, you add an apostrophe and an s; it looks like this 's.

For example:

John owns that car.
That is John's car.

Which of the following require an apostrophe?

- ☐ Where is my coat
- ☐ Is that coat yours
- ☐ No, that is Roachs coat

No, that is . . .

Apostrophes are used another way. Which of the following sentences has an apostrophe?

- ☐ It is cold here!
- ☐ It's cold here!

It's cold here!

2.

Knowing what a period is presents no problem. It's a dot. But, some other marks might be confused. For example, you might confuse a comma with an apostrophe because they almost look alike. However, they are always placed differently.

LOOK AT this example:

Geoffrey, where is that man's bicycle?

Which mark is placed above the letters?

☐ the apostrophe
☐ the comma

the apostrophe

MATCH the following marks with their names:

A. Jack,	1. _____ comma	1. B
B. Jack,	2. _____ apostrophe	2. C
C. Jack's	3. _____ period	3. A

3.

Two other marks that might be confused are colons and semi-colons. However, these punctuation marks are easy to tell apart. Notice that a colon has two dots and a semi-colon has a dot and a comma.

MAKE the correct punctuation mark beside its name:

semi-colon _____

colon _____

comma _____

4. Question marks and exclamation marks have dots in them. CIRCLE the mark that is a question mark: ! ? CIRCLE the mark that is an exclamation mark. ? !	 ? !
5. Here are three more punctuation marks that you should be familiar with: dash — parenthesis marks ( ) quotation marks " " Sometimes a dash looks like this -- Sometimes a dash looks like this — Instead of two short lines, it is one long line. CIRCLE the dashes below: -- ---- — ,,,, Parenthesis and quotation marks always come around groups of words. That is why they are shown in pairs. LOOK AT these examples. (And all went well). She said, "All went well." PUT parenthesis marks around sentence one and quotation marks around sentence two. 1. It couldn't happen 2. She said, It couldn't happen	

6.

FILL IN the blanks with the right letters:

A. --	1. _____ period	1. H
B. ,	2. _____ comma	2. B
C. ;	3. _____ semi-colon	3. C
D. ( )	4. _____ colon	4. I
E. " "	5. _____ dash	5. A
F. !	6. _____ apostrophe	6. G
G. '	7. _____ question mark	7. J
H. .	8. _____ exclamation mark	8. F
I. :	9. _____ parentheses	9. D
J. ?	10. _____ quotation mark	10. E

7. PREVIEW FRAME Question marks (?) and exclamation marks (!) are the subject of this lesson. You have no doubt been responding to these signs since you started this program. In reading selections from literature you saw that question marks and exclamation points helped you understand the author's point of view or the character's attitude. Every time you answered a question you were responding to a question mark. In this section you will review these signs and learn how to use them correctly. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
8. Some sentences ask questions. CHECK the sentences below that ask a question: ☐ Who opened the door? ☐ I opened the door. ☐ Did you really?	Who opened . . . Did you . . .
9. Every sentence which asks a question MUST have a question mark at the end. The question mark looks like this: ? Place a question mark at the end of the sentence which asks a question: My name is Bill Is his name Domenic	Domenic?

10. Some sentences show more emotional feeling than others. CHECK the sentence which shows more emotional feeling: ☐ Oh my God, I think I'm going crazy! ☐ The sky is as grey as it was yesterday.	Oh my God, I ...
11. Place an exclamation mark (!) after the sentence that shows a strong emotional feeling and a question mark (?) after the sentence that asks a question: Oh my God, how did that happen Watch out for that automobile	. . .happen ? . . .automobile!
12. Most sentences which do not ask a question can end with either a period or an exclamation mark. Exclamation marks should only be used when there is strong feeling. Which of these sentences would not usually end with an exclamation mark: ☐ How sad she is! ☐ Is it quiet! ☐ I never saw anything so beautiful in my life!	How sad . . . Is it . . .

13.

Most sentences take either a period or an exclamation mark. It depends on how the sentence is used.

If someone asks me when my birthday is, my answer would usually have a period at the end:

"My birthday is today."

On the other hand, if I just woke up and I realized that I am going to get a motorcycle for my birthday, I might shout:

"Today is my birthday!"

In other words, exclamation marks are used for showing strong feelings. CHECK the sentence that should have an exclamation mark:

☐ John asked me how I felt. I said, "I'm fine."

☐ The nurse said she would have to give me another injection if I felt sick. I yelled, "Listen, I'm fine"

The nurse . . .

14.

Use the best punctuation to end each of these sentences:

He asked me to go to the movies_

Hands up, or I'll shoot you_

We won the game. Hurray!

Who lost_

movies.

you!

Hurray!

lost?

15.

EXAMINE the exclamations below.

That was a great trip!

Wow, that was a great trip!

What a great trip, Jack!

Wow, Jack, what a trip I had!

Like question marks, exclamation points belong:

- ☐ after the name of the person being addressed
- ☐ at the first place in the sentence at which the exclamation can be understood
- ☐ at the very end of the sentence

at the very . . .

The name of the person being directly addressed is set off from the rest of the exclamation by a

- ☐ comma
- ☐ exclamation mark
- ☐ period

comma

One of the exclamations above is introduced by the word wow. Introductory words such as wow, gee, well, oh, and the like are set off from the rest of the exclamation by a:

- ☐ comma (,)
- ☐ exclamation mark (!)
- ☐ period (.)

comma

FILL IN the blanks below with the punctuation appropriate to the following different types of sentences.

Mary__pick up the phone__

Mary, pick up the phone.

Well__we haven't seen you for a while__

Well, we haven't seen you for a while.

16.

Where do you think you left it, Bill?

Gee, I wish I knew.

Bill, think!

On the basis of the examples above, PUNCTUATE the sentences below.

Did you hear me	Did you hear me?
Say that again	Say that again.
Gosh this is delicious	Gosh, this is delicious!
He asked me if this was the place	He asked me if this was the place.
Nancy are you all right	Nancy, are you all right?
Be careful	Be careful!

17.

FILL IN the blanks below with the proper punctuation.

I asked him how much it cost___	I asked him how much it cost.
Do you know how much longer it will take you___	Do you know how much longer it will take you?
You rat___ you knew it all along___	You rat, you knew it all along!
Joe ___ what a lovely surprise___	Joe, what a lovely surprise!
Tell him I'll only be a minute___	Tell him I'll only be a minute.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

RECOGNIZING PUNCTUATION MARKS	. period , comma (below the letters) ' apostrophe (above the letters) ; semi-colon (dot and a comma) : colon (two dots) ? question mark (notice dot in both) ! exclamation mark — dash ( ) parenthesis marks (enclose groups of words) " " quotation marks
QUESTION MARK	Every sentence that asks a question MUST have a question mark (?) at the end. Examples: QUESTION - Who opened the door? ANSWER - I opened the door.
POSITION OF QUESTION MARKS	Question marks always belong at the <u>end</u> of the sentence. Examples: Nancy, are you all right? Are you all right, Nancy? <u>but not</u>, Nancy? are you all right. <u>and not</u>, Are you all right? Nancy.
USE OF COMMA IN A QUESTION	A comma is used to set off the name of a person being directly addressed from the rest of the question. Examples: Nancy, are you all right? Are you all right, Nancy?

EXCLAMATION MARKS	A sentence that shows strong emotional feeling ends in an exclamation mark (!). Most sentences which do not ask a question can end with either a period or an exclamation mark. Exclamation marks should only be used when there is strong emotional feeling. Examples: I never saw such a beautiful sky! <u>but</u>, The sky is as grey as it was yesterday. The nurse said she would have to give me another injection if I felt sick. I yelled, "Listen, I'm fine!" <u>but</u>, John asked me how I felt. I said, "I'm fine."
POSITION OF EXCLAMATION MARKS	Like question marks, exclamation marks always belong at the <u>end</u> of the sentence. Examples: Wow, that was a great trip! That was a great trip, Jack! <u>but not</u>, Wow! that was a great trip. <u>and not</u>, That was a great trip! Jack.
USES OF A COMMA IN AN EXCLAMATION	A comma is used to set off the name of a person being directly addressed from the rest of the exclamation. Examples: Joe, what a lovely surprise! What a lovely surprise, Joe! A comma is also used to set off introductory words such as, wow, gee, well, oh, and the like from the rest of the exclamation. Example: Gosh, this is delicious!

MASTERY TEST

Time started _____

I DECIDE whether the punctuation marks that have been underlined are correct or incorrect. CHECK only the sentences which are not punctuated correctly.

1. ☐ Are you coming with us.

2. ☐ Watch out for the falling rocks!

3. ☐ He asked us if we were going to Peru?

4. ☐ Do you think that's all there is to it?

5. ☐ For Pete's sake, be careful.

II CHECK the correct punctuation for the sentences below.

6. Ask him whether he's coming with us__

   a. ☐ us.

   b. ☐ us?

   c. ☐ us!

7. Are you coming, Mr. Jones__

   a. ☐ Jones.

   b. ☐ Jones?

   c. ☐ Jones!

8. We wanted to know if he was ready__

   a. ☐ ready.

   b. ☐ ready?

   c. ☐ ready!

9. Is that the man you told me about__

a. ☐ about.

b. ☐ about?

c. ☐ about!

10. Gee, this is a great story__

a. ☐ story.

b. ☐ story?

c. ☐ story!

11. What a question__

a. ☐ question.

b. ☐ question?

c. ☐ question!

12. What is the question__

a. ☐ question.

b. ☐ question?

c. ☐ question!

13. Please answer my question__

a. ☐ question.

b. ☐ question?

c. ☐ question!

14. Watch out__

a. ☐ out.

b. ☐ out?

c. ☐ !

15. What did you say__

a. ☐ say.

b. ☐ say?

c. ☐ say!

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

QUOTATION MARKS

LEVEL: III

UNIT: 5

LESSON: 4

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1. PREVIEW FRAME This lesson, like the previous one, deals with a form of punctuation with which you are already very familiar, both from your own reading, and from earlier lessons in this program. As you have already learned, quotation marks ("...") are used to indicate that someone is speaking. The quotation marks surround the words being spoken. You may remember from the lessons on literature how quotation marks are commonly used to distinguish a character's speech from description or narrative. Quotation marks are a powerful device to help the reader understand what is going on in the selection he is reading. In this lesson you will learn to use them correctly. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. There are two ways of writing what someone said: you can quote the exact words used, or you can restate what was said. For example: Suppose your friend says: "I am going home." You can use his exact words: My friend said, "I am going home." or you can use other words: My friend said that he was going home. In which case do you use QUOTATION MARKS? ☐ the exact words ☐ other words	the exact words

3. Which of these sentences should have quotation marks: ☐ She said she was trying her best. ☐ She said, I am trying my best.	. . . I am trying my best.
4. To QUOTE someone, is to use the words that he used. A <u>direct quote</u> uses the exact words; an <u>indirect quote</u> uses other words. CHECK the sentence which is an INDIRECT QUOTE: ☐ He said, "I am your friend." ☐ He said he was my friend.	He said he was my friend.
5. Which sentence is an INDIRECT QUOTE? ☐ He told me he was sick. ☐ "I am sick," he told me.	He told me he was sick.

6.

In the sentence below the words enclosed in quotation marks are underlined.

"Billy," she cried, "stop that!"

UNDERLINE the words in the sentences below that are enclosed in quotation marks.

His lawyer warned him, "Don't lose your head!"
His lawyer warned him not to lose his head.

"Don't lose your head!"

From the above examples you can see that an indirect quote is:

- ☐ enclosed in quotation marks
- ☐ not enclosed in quotation marks

not enclosed in quotation marks

When quotation marks are used, they:

- ☐ appear only before the first word quoted
- ☐ appear only after the last word quoted
- ☐ enclose only the words that are quoted
- ☐ enclose the entire sentence containing the quote

enclose only the words that . . .

7.

Quotation marks are used to mark off words that were actually spoken by someone. They surround the words that were actually spoken, so that the reader can easily distinguish between description or narrative, and speech or dialogue.

Since quotation marks surround only words that were actually spoken, they are used only for:

- ☐ direct quotes
- ☐ indirect quotes

direct quotes

CHECK the sentences below that should contain quotation marks.

- ☐ Hello there! he cried.
- ☐ I explained to him that a green light means go.
- ☐ The boy shouted, Buy your ice cold orange drinks.

Hello there! he cried.

The boy shouted, Buy your . . . .

8. "Don't I know you from somewhere?" he asked. Quotation marks are used to enclose only direct quotes. ENCLOSE the appropriate portions of the sentences below in quotation marks, as in the example above. She told him that it was too much to expect of Barry. Use only one teaspoon of salt her mother warned. Two for a dollar the woman cried. Peter said that he would never understand it . I asked her if she minded growing old. She answered, No, I don't.	 no quotation marks "Use only one teaspoon of salt," "Two for a dollar," no quotation marks no quotation marks "No, I don't."
9. ENCLOSE the direct quotes in the sentences below in quotation marks. Don't, I pleaded. I warned him not to ask for too much That's a fine idea, he answered. Listen, she told me, it's really not as bad as you make it out to be. The Doctor told him to take it easy. It's just too terrible she cried.	 "Don't," "That's a fine idea," "Listen," . . . "it's really not as bad as you make it out to be." "It's just too terrible,"

10. Some direct quotes end with a question mark or an exclamation mark. FILL IN the correct punctuation: He said, "Ouch, that hurts____ "Did you give me that book___ she said. "When will you be there___ I asked.	 hurts!" book?" there?"
11. Direct quotes end in periods ONLY when they <u>end</u> a sentence. CHECK the sentences which do not end with direct quotes: ☐ He said, "I am leaving." ☐ "I am leaving," he said. ☐ He said, "I am leaving," and then he left.	 "I am leaving," he said. He said, "I am leaving," and . . .
12. When a sentence which gets a period at the end does NOT end a sentence, it is given a comma. For example: We are at home. (there is a period after <u>home</u>) "We are at home," they said. (there is a comma after <u>home</u>) PLACE a comma or period in each of these sentences: "We are the best ball players__" "We are the best ball players__" they said. They said, "We are the best ball players__"	 players." players," players."

13.

Sentences which do NOT have direct quotes do not have any special punctuation.

For example:

DIRECT QUOTE: They asked, "Are you going?"

INDIRECT QUOTE: They asked if we were going.

INDIRECT QUOTE: Did they say they were going?

FILL IN the blanks with the proper punctuation:

Phil is the man who said he needs money__ money.

Phil said, "I am the man who needs money__ money."

Are you the man who said he needs money__ money?

14.

The comma, period, exclamation mark or question mark that are part of the direct quote come <u>inside</u> the quotation marks. For example:

"Money," he said "is the root of all evil."

CHECK the sentence that is <u>not</u> correct.

☐ "Mr. Cohen left prematurely", she said. "Mr. Cohen left . . . .

☐ The angry woman asked, "why did he leave so early"? The angry woman asked, ...

☐ "I can't tell you," the secretary answered.

15. FILL IN the blanks in the sentences below with the proper punctuation.	
I asked him if he would be finished soon__	.
I asked him, "Why weren't you there__"	?
She cried out, "Gee, that's wonderful__"	!
16. FILL IN each blank with a quotation mark and a period, question mark, or exclamation mark.	
She explained, "You cannot play with matches__	matches."
"No__" exclaimed the child__	"NO!" child."
He asked them, "How many times must I repeat this__	this?"
"Where is the dog__she asked.	dog?"
17. FILL IN the missing periods, quotation marks, and exclamation points in the following sentences.	
"Will you wait for me " I asked	"Will you wait for me?" I asked.
She cried out after me, " Be careful "	She cried out after me, "Be careful!"
He answered me honestly, "I really cannot help you "	He answered me honestly, "I really cannot help you."
She asked him, "In which war did you fight "	She asked him, "In which war did you fight?"

18. REVIEW FRAME FILL IN the missing punctuation in the sentences below. First FILL IN quotation marks where called for. Then add the rest. Don't she screamed When did it happen Mary asked She asked him what time it was Barbara told Jeff to stop He cried out Great	 "Don't!" she screamed. "When did it happen?" Mary asked. She asked him what time it was. Barbara told Jeff to stop. He cried out, "Great!"
19. So far, you have learned about quotation marks used for direct quotes. Another use of quotation marks is to enclose titles of songs, poems, stories and essays. Book titles, however, are not placed in quotes; they are underlined. Use quotes or underlines for the titles in these sentences: His story How I Caught the Fish was the best story I had read. The book Farewell to Arms is not on our list. The reading of the essay Why I am Glad to be an American was the best part of the evening.	 "How I Caught the Fish" Farewell to Arms "Why I . . . American"

20. FILL IN the missing quotation marks or underlines in the sentences below. The poem Daffodills was recited at the eighth-grade assembly. Where did you learn that new song called Peanuts? The song Transfixed , an old-time favorite, is enjoying a revival. Did you read Son of Tarzan or any other book?	 "Daffodills" "Peanuts"? "Transfixed" Son of Tarzan
21. PREVIEW FRAME Earlier in this program you learned a little about the use of commas in relation to quotation marks. Like all other punctuation, commas that are relevant to the words inside the quotation marks belong inside the quotation; marks and commas that have nothing to do with the contents of the quotation marks belong outside of them. Now you will learn a few rules that specifically govern the use of commas in and around quotation marks. NO RESPONSE REQUIRED	 GO ON TO THE NEXT FRAME

22. Sometimes punctuation belongs to the sentence quoted. When that is so, the punctuation should be placed BEFORE the final quotation mark. For example: He said, "Are you ready yet?" Since the question mark belongs to that sentence, it comes before the final quotation mark: "John, are you ready yet?" he asked. Which of these sentences is NOT punctuated correctly? ☐ "Are you there"? he asked. ☐ "Are you there?" he asked. ☐ "You're right!" I replied. ☐ "You're right"? I replied.	there"? (not correct) right"? (not correct)
23. Punctuate this sentence where it is underlined: "How are you___ I asked.	you?" (Be sure the question mark comes before the quotation mark.)
24. When a direct quote does NOT end a sentence, it can have which of the following before the final quotation mark: ☐ a question mark ☐ an exclamation mark ☐ a period ☐ a comma	a question mark an exclamation mark a comma

25. Which sentence has correct punctuation marks underlined: ☐ "Do not close the door," I said. ☐ "Do not close the door," I said.	door," I said.
26. When a direct quote does not begin a sentence, there is a comma before the first quotation mark: For example: We said, "Do not close the door." Which of the following is correct: ☐ Fred cried, "Aren't you ready yet?" ☐ Fred cried "Aren't you ready yet?"	cried, "
27. Whenever a quotation does NOT end a sentence, there MUST be a question mark, exclamation point or a comma just before the last quotation (you cannot use a period). For example: "Jump in the lake," he said, "or I'll push you." (NOTICE that there are TWO commas, one before a quotation mark and one after.)	

28.

FILL IN the underlined spaces with the correct punctuation marks. BE CAREFUL whether the quotation mark comes before or after the comma in each case.

"San is not here___we insisted___but he will be here soon."

here," we insisted, "but. . . .

29.

The two rules for placing commas which you have just learned are:

A direct quote or part of a direct quote is preceded by a comma outside the punctuation marks when it is introduced by an earlier phrase in the sentence.

When a direct quote is interrupted in the middle of a sentence, the first part of the quote is followed by a comma inside the punctuation marks.

On the basis of the above which of the following sentences is punctuated <u>correctly</u>?

- ☐ "Tom," she cried, "how've you been?" — "Tom," she cried, "how've . . . .
- ☐ "What happened?," she asked.
- ☐ "That's wonderful!", he exclaimed. "I never would have guessed it."
- ☐ "Listen" Tom begged, "I promise I'll never do it again."
- ☐ Mary cried after him, "Behave!" — Mary cried after him, "Behave!"
- ☐ "What was that you said?", he asked.
- ☐ "Where did you buy that hat?" she asked. "I've been admiring it all evening." — "Where did you buy that hat?". . .

30. "After I read that story last night," said Peter, "I could think of nothing else." Using the above example as a model, FILL IN the missing commas in the sentences below. "Sylvia " he cried " you're looking wonderful!" We asked them "Where did you disappear to?" "None of your business!" they answered us. "You don't understand " she told him "that I am ill." "Open the window a bit " said George. "The breeze outside is refreshing." "When I heard the good news " said Mrs. Bundy "I was simply beside myself." I warned him "Keep out!"	 "Sylvia," he cried, "you're . . . . We asked them, "Where . . . . "None of your business!" . . . . "You don't understand," she told him, ... "Open the window a bit," said . . . "When I heard the good news," said Mrs. Bundy, ... I warned him, "Keep out!"
31. FILL IN the missing commas in the sentences below. He asked her incredulously "Did you really mean what you said?" "Listen " I assured her "I'll take care of everything." "When will you be leaving? " I asked. "Have you seen their new house yet? " she asked. "It's beautiful." "Marvellous! " she exclaimed. "Perhaps you might know " he asked "when the eclipse of the moon will take place?"	 incredulously, "Did . . . "Listen," I assured her, ... "When will you be leaving?" . . . house yet?" she asked. . . . . "Marvellous!" she exclaimed. know," he asked, ...

32.

REVIEW FRAME

Which of the following sentences are punctuated correctly?

- ☐ "When are we going?", he asked.
- ☐ Robert asked what the matter was?
- ☐ "Stay here! Tom shouted"
- ☐ "George," he said, "wait just a minute." — "George," he said, ...
- ☐ He asked "What's new?"
- ☐ She cried out, "Great!" — She cried out, "Great!"
- ☐ He asked her "if she would leave quietly."
- ☐ "Leave!" he ordered. — "Leave!" he ordered.
- ☐ "After you left", she explained, "the party ended."
- ☐ "Can you make it?" asked David. "We need you." — "Can you make it?" . . . .
- ☐ He recited "The Old Man" for us. — He recited "The Old Man" for us.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

GENERAL USE OF QUOTATION MARKS	Quotation marks ("...") are used to mark off a direct quote, that is, to enclose the exact words that were spoken. They are <u>not</u> used to mark off indirect quotes, that is, they do not enclose a quote that uses words <u>other</u> than the exact words spoken. Examples: DIRECT QUOTE - They asked, "Are you going?" INDIRECT QUOTE - They asked if we were going.
PERIOD AT END OF QUOTE	Direct quotes end in periods ONLY when they <u>end</u> a sentence. Examples: He said, "I am leaving." <u>but</u>, "I am leaving," he said.
COMMA AT END OF QUOTE	When a sentence which gets a period at the end does NOT end a sentence, it is given a comma. Examples: "We are at home," <u>but</u>, "We are at home," they said.
INDIRECT QUOTE	Sentences which do NOT have direct quotes do not have any special punctuation. Examples: DIRECT QUOTE - I asked him, "Will you be finished soon?" INDIRECT QUOTE - I asked him if he would be finished soon.
PUNCTUATION INSIDE QUOTATION MARKS	The comma, period, exclamation mark or question mark that are part of the direct quote come <u>inside</u> the quotation marks. Those that are not part of the direct quote go <u>outside</u> the quotation marks. Examples: "Why did you leave so early?" but, She asked, "Why?" (Note position of comma)

COMMA BEFORE FIRST QUOTATION MARKS	When a direct quote does not begin a sentence, there is a comma before the first quotation mark. Example: "Jump in the lake," he said "or I'll push you." (Notice in this example that there are TWO commas, one before a quotation mark and one after.)
SPECIAL USE OF QUOTATION MARKS IN TITLES	Quotation marks are used to enclose titles of <u>songs</u>, <u>poems</u>, <u>stories</u> and <u>essays</u>. Book titles, however, are not placed in quotes; they are underlined. Examples: His story "How I caught the Fish" was the best story I read. but, The book <u>Farewell to Arms</u> is not on our list.

MASTERY TEST

Time started _____

READ the following sentences, paying particular attention to the punctuation of the underlined parts. In each sentence, SELECT the underlined part that is incorrectly punctuated, and WRITE its number on the line at the left of the sentence. If all parts of the sentence are punctuated correctly, WRITE a C on the line at the left.

1. ____ "Are you coming?" (1) (2) he asked? (3)

2. ____ Have you read the poem "Symphony"? (1) (2)

3. ____ She said, "What is your name?" (1) (2)

4. ____ "When I couldn't find you," (1) (2) said Paul "I went all to pieces." (3) (4)

5. ____ "Treatise on Man" (1) (2) is one of the best essays I've ever read. (3)

6. ____ "Where have you been"? (1) (2) she asked. (3)

7. ____ "Mark, (1) she said, (2) "when will you be ready?" (3) (4)

CHECK the correct way of punctuating each of the following sentences.

8. Peer asked me, "do you believe in God?"

   a. ☐ me? "do

   b. ☐ me, "do

   c. ☐ me? "Do

   d. ☐ me, "Do

9. Michael said, "To wait right here."

   a. ☐ said to wait right here.

   b. ☐ said, to wait right here.

   c. ☐ said, "to wait right here."

   d. ☐ said, "To wait right here."

10. We read "Directive," a poem by Robert Frost.

a. ☐ Directive, a poem

b. ☐ "Directive" a poem

c. ☐ "Directive," a poem

d. ☐ "Directive", a poem

11. He asked, "How have you been?"

a. ☐ asked, "How have you been?"

b. ☐ asked? "How have you been?"

c. ☐ asked, "how have you been?"

d. ☐ asked? "How have you been."

12. "They came early," Saul explained, "and left late."

a. ☐ explained. "And

b. ☐ explained", and

c. ☐ explained," And

d. ☐ explained, "and

13. "Will you fix this for me?" She pleaded.

a. ☐ me"? she

b. ☐ me?" She

c. ☐ me," she

d. ☐ me?" she

14. They finally said, "that's too bad."

a. ☐ said "that's

b. ☐ said, "that's

c. ☐ said "That's

d. ☐ said, "That's

15. The nurse told me to "Have a seat."

a. ☐ to have a seat.

b. ☐ to "have a seat."

c. ☐ to "Have a seat."

d. ☐ to "Have a seat".

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

SPELLING DOUBLE LETTER DEMONS

LEVEL: III

UNIT: 5

LESSON: 5

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

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U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1.

The words presented in this lesson all create spelling problems because of double letter combinations. Such words are often confusing. For example, is there one "c" in across -- or is it accross? Is it alligator, or aligator? This lesson will help you to overcome the double-letter problem in a number of commonly misspelled words.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

2.

READ the sentence below and pay special attention to the meaning of the underlined words.

1. We were disappointed with our hotel accommodations because the noise from the construction going on across the street interrupted our talk.

2. The alligator disappeared beneath the muddy water.

Using the sentences above to help you, and the vocabulary list at the end of this lesson CHOOSE the underlined word above which most closely matches each of the words or phrases below. WRITE the word on the line next to the correct word or phrase. Be sure to spell the words correctly

a. a swamp animal _____
b. on the opposite side _____
c. went out of sight _____
d. had a let-down feeling _____
e. sleeping quarters; rooms _____
f. came in the middle of; upset _____

alligator
across
disappeared
disappointed
accommodations
interrupted

3.

READ the sentences below and pay particular attention to the meaning of the underlined words.

1. This week's bulletin announced that the committee would meet annually.

2. I wondered about his intelligence because not one address out of the ten he had given me was accurate.

Using the sentences above to help you, and the vocabulary list at the end of this lesson CHOOSE the underlined word above which most closely matches each of the words or phrases below. WRITE the word on the line next to the correct word or phrase. Be sure to spell the words correctly.

a. how smart someone is _____ intelligence
b. yearly _____ annually
c. a written notice _____ bulletin
d. where a person lives _____ address
e. correct _____ accurate
f. a group of people _____ committee
g. declared; said to the public _____ announced

4.

Now that you're familiar with the use of this group of words, let's examine the spelling of each word separately, beginning with the word accommodation.

How many c's are there in this word? _____ 2
How many m's are there in this word? _____ 2

CIRCLE the double letters in this word:

accommodation

5. Remembering that this word has 2 double letter pairs, FILL IN the missing letters: We complained about our a ____o____odations because the rooms were so small, and so expensive.	accommodations
6. WRITE the number of the correct spelling of the word. 1. acomodation 2. accomodation 3. acommodation 4. accommodation	4
7. LOOK at the whole word: across. How many c's are there in this word? _____ How many s's are there in this word? _____ CIRCLE the double letter pair(s) in this word: across	1 2 across
8. This sentence will help you remember the spelling of the word across: There is a cross across the street. CIRCLE the a in this word: across UNDERLINE the cross in this word: across	across across

9. FILL IN the missing word to complete this sentence: There is a cross _____ the street.	across
10. WRITE the number of the correct spelling of this word. 1. acros 2. across 3. accros 4. accross	2
11. LOOK AT the whole word: alligator. How many l's are there in this word? _____ CIRCLE the double letter pair(s) in this word: alligator	2 alligator
12. Here is a sentence that will help you remember the spelling of alligator: All alligators are green. CIRCLE the word all in this word: alligator	alligator

13. COMPLETE this sentence by filling in the missing letters. All ____igators are green.	 alligators
14. WRITE the number of the correct spelling of this word. 1. aligator 2. alligator 3. elligator 4. eligator	 2
15. LOOK at the whole word: bulletin How many l's are there in bulletin? _____ CIRCLE the double letter pair(s) in this word: bulletin	 2 bulletin
16. Here is a sentence that will help you remember the correct spelling of the word bulletin: There was a bullet in the bulletin board. WRITE the word bullet on the line below. _____ ADD the letters "in" to the end of the word above.	 bullet bulletin

17. FILL IN the missing word to complete the following sentence. There was a bullet in the _____ board.	bulletin
18. WRITE the number of the correct spelling of the word below. 1. buletin 2. buliten 3. bulliten 4. bulletin	4
19. CHECK the word that is misspelled. If all words are spelled correctly, CHECK "none misspelled." alligator accomodation bulletin none misspelled	accomodation (should be accommodation)
20. Here are two words that have the same double letter combination: annual announce CIRCLE the double letter combination in each of these words: annual announce	annual announce

21. Here is a sentence that will help you remember the spelling of these two words: Ann announced annual alligator bulletins. FILL IN the word Ann to complete each of these words: __ual __ounce	 annual announce
22. COMPLETE the following sentence by filling in the missing letters. Ann ___ounced that she had received an __ual salary raise.	 announced, annual
23. WRITE the number for the correct spelling for each of these words. 1. anounce 2. announce 3. anual 4. annual	 2 4
24. LOOK at the whole word: committee How many m's are there in committee? _____ How many t's are there in committee? _____ How many e's are there in committee? _____ CIRCLE each of the double letter pairs in this word: committee	 2 2 2 committee

25. Here is a sentence that will help you remember the spelling of the word committee. There were three pairs of twins on the committee. COMPLETE the following word by FILLING IN the three pairs of twins: co____i_____	committee
26. FILL IN the blanks to complete this sentence: There were three pairs of twins on the co_____i _____.	committee
27. WRITE the number of the correct spelling of this word: 1. comitee 2. commitee 3. comittee 4. committee	4
28. LOOK at the whole word: interrupt How many r's are there in this word? _____ CIRCLE the double letter pair(s) in this word: interrupt	2 interrupt

29. Here is a sentence that will help you remember the correct spelling of the word interrupt: The teacher interrupted him because he made an error. CIRCLE the letters in these words that they have in common: interrupt error	interrupt error
30. FILL IN the missing letters to complete this sentence: The teacher int____rupted him because he made an error.	interrupted
31. WRITE the number of the correct spelling of this word: 1. interupted 2. interrupted 3. inturupted	2
32. CHECK the word that is misspelled. If all words are spelled correctly, check "none misspelled." ☐ committee ☐ anounced ☐ annual ☐ none misspelled	anounced (should be announced)

33. CIRCLE the double letter pair in this word: appoint	appoint
34. Here is a sentence to help you remember the spelling of the word appoint: He will appoint someone whose cap comes to a point. UNDERLINE the word point in this word: appoint CIRCLE the letters that these two words have in common: cap appoint	appoint cap appoint
35. FILL IN the missing letters to complete this sentence: He will _____oint someone whose cap comes to a point	appoint
36. CIRCLE the correct spelling of this word: apoint appoint	appoint

37. Here is another word with the same double letter combination found in appoint appear CIRCLE the double letter pair that these words have in common: appoint appear	appoint appear
38. Here is a sentence to help you remember the spelling of the word appear: The sap will appear on the pear tree. UNDERLINE the word pear in this word: appear CIRCLE the letters that these words have in common: sap appear	appear sap appear
39. COMPLETE this sentence by filling in the missing letters. The sap will ___pear on the pear tree.	appear
40. WRITE the number of the correct spelling of the following word: 1. appear 2. apear 3. appeer 4. apeer	1

41. These two new words can be formed by adding the letters dis to each of the words you just learned to spell: disappear disappoint COMPLETE the following sentences by writing one of the above words in each of the blanks. Be sure to spell the words correctly. 1. The student didn't want to _____ his teacher by failing the test, so he studied very carefully. 2. He tried to _____ before his friend could catch him. 3. Every year, thousands of birds _____ from the cold northern climate, and seek shelter in the South.	 disappoint disappear disappear
42. FORM a new word by adding the letters dis- to each of these words: _____appear _____appoint	 disappear disappoint
43. disappear disappoint How many s's are there in each of the above words? _____ How many p's are there in each of the above words? _____	 1 2

44. WRITE the number of the correct spelling of each of the following words: 1. disapear 2. dissappear 3. disappear 4. dissapear 1. dissappoint 2. dissapoint 3. disapoint 4. disappoint	 3 4
45. UNDERLINE the double letter combination in this word: intelligence	 intelligence
46. Here is a sentence to help you remember the spelling of the word intelligence: You could tell he had a great deal of intelligence. UNDERLINE the word tell in this word: intelligence	 intelligence
47. FILL IN the missing letters to complete this sentence: You could tell he had a great deal of in_____igence.	 intelligence
48. WRITE the number of the correct spelling of this word: 1. inteligence 2. intelligence 3. intilligence 4. intiligence	 2

49. CIRCLE the double letter pair(s) in this word: address	address
50. Here is a sentence to help you remember the spelling of the word address: Please add my address to the list. CIRCLE the word add in this word: address	address
51. FILL IN the missing letters to complete this sentence: Please add my _____ress to the list	address
52. WRITE the number of the correct spelling for this word: 1. adress 2. address 3. addres 4. adres	2
53. CIRCLE the double letter combination in this word: accurate	accurate

54. Here is a sentence to help you remember the correct spelling of the word accurate: His accent was accurate. CIRCLE the letters that these words have in common: accent accurate	accent accurate
55. COMPLETE this sentence by filling in the missing letters: His accent was _____urate.	accurate
56. WRITE the number of the correct spelling of this word: 1. acurate 2. accurate 3. accerate	2
57. CHECK the word that is misspelled. If all words are spelled correctly, CHECK "none misspelled." ☐ disappoint ☐ accurate ☐ inteligence ☐ address ☐ none misspelled	inteligence (should be intelligence)

58.

REVIEW FRAME

MATCH the words below with the clues that will help you to remember how to spell them correctly.

A. bullet in	1. _____ across	1. H
B. accent	2. _____ accurate	2. B
C. all	3. _____ annual	3. F
D. error	4. _____ announce	4. F
E. add	5. _____ interrupt	5. D
F. Ann	6. _____ intelligence	6. G
G. tell	7. _____ address	7. E
H. a cross	8. _____ alligator	8. C
	9. _____ bulletin	9. A

59.

REVIEW FRAME

CIRCLE the three double letter pairs in this word:

committee

committee

CIRCLE the two double letter pairs in this word:

accommodation

accommodation

For each of the words below, CIRCLE the double word pair, and then add the letters dis to make two new words:

_____appear
_____appoint

disappear
disappoint

60. For each of the following frames, CHECK the word that is misspelled. If all the words are spelled correctly, CHECK "none misspelled." ☐ bulletin ☐ across ☐ announce ☐ interrupt ☐ none misspelled	none misspelled
61. ☐ annual ☐ dis[illegible]ppear ☐ alligator ☐ none misspelled	dissappear (should be disappear)
62. ☐ accommodation ☐ acurate ☐ disappear ☐ none misspelled	acurate (should be accurate) Time completed _____.

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

WORD	DESCRIPTION
ACCOMMODATION	sleeping quarters The accommodations provided by the army are not very luxurious.
ACROSS	over; to or on the opposite side of, as across the street
ALLIGATOR	a crocodile-like animal, found mainly in America Shoes and purses made of alligator skin are very expensive.
BULLETIN	a brief statement of news to the public The bulletin described the company's new vacation policy.
ANNOUNCE	to proclaim; to declare; to give public notice of
ANNUAL	occuring once each year; yearly He had to renew his driver's license annually.
COMMITTEE	a group of people appointed or elected to take action upon some matter or business The committee was in charge of cleaning up after the dance was over.
INTERRUPT	to break (rupt) into or between (inter) He interrupted the speaker with a question.
DISAPPOINT	to fail to meet the expectation of He was disappointed because the movie wasn't as good as he had expected it to be.
DISAPPEAR	to go out of sight; to vanish The moon disappeared behind the clouds.
INTELLIGENCE	the power of understanding; alertness of the mind A person's intelligence is related to his ability to learn.
ADDRESS	a place where a person may be contacted The address was written clearly on the front of the package.

MASTERY TEST

Time started _____

For each of the following words, CHECK the correct box to indicate whether the word is spelled correctly or whether it is misspelled.

		Spelled Correctly	Misspelled
1.	accomodation	☐	☐
2.	across	☐	☐
3.	adress	☐	☐
4.	aligator	☐	☐
5.	anounce	☐	☐
6.	annual	☐	☐
7.	bulliten	☐	☐
8.	commitee	☐	☐
9.	dissapoint	☐	☐
10.	disappear	☐	☐
11.	inteligence	☐	☐
12.	interrupt	☐	☐

Time completed_____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

COLONS AND DASHES

LEVEL: III

UNIT: 5

LESSON: 6

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1. PREVIEW FRAME You have been learning, in the last few lessons, about punctuation marks -- question marks, exclamation marks and quotation marks. In this lesson you will learn about the colon(:) and the dash (-). NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. The colon is often found in formal writing, such as official reports and textbooks, to introduce a list. For example, The member nations are: Great Britain, France, Belgium, and the Netherlands. Which of the following is a colon? ☐ : ☐ ; ☐ ,	:

3. STUDY these examples: A The furniture to be sold includes: a sofa, two upholstered chairs, two lamp tables, and a carpet. B Please ship the following items; one gross demi-tasse cups, one gross demi-tasse saucers, three dozen dinner plates. Example B is not punctuated correctly because a list of things follows the beginning statement. A beginning statement that is followed by a list should be punctuated by: ☐ a colon (:) ☐ a semi-colon (;) The items in the list are separated by: ☐ commas (,) ☐ semi-colons (;)	a colon (:) commas (,)
4. For each of the following CHECK the mark or word that should go in the blank: These are among the Beatle's greatest hits_ "A Hard Day's Night," "Good Day Sunshine," "Yellow Submarine" and "Taxman." ☐ a semi-colon (;) ☐ a comma (,) ☐ a colon (:) You are advised to bring these articles_ sheets, pillowcases, pillows, blankets and towels. ☐ ; ☐ : ☐ ,	a colon (:) :

5.

CHECK punctuation that is needed:

This is what I want you to do_ clean the porch, water the lawn, and practice your piano.

- ☐ :
- ☐ ;
- ☐ none

:

He said_ he wanted to go home.

- ☐ :
- ☐ ,
- ☐ none

none

Then two things happened_ (1) I ran away and, (2) Bob got married.

- ☐ ;
- ☐ ,
- ☐ :
- ☐ none

:

Bring the following_ two pairs of socks and a radio.

- ☐ ;
- ☐ ,
- ☐ :
- ☐ none

:

6.

Sometimes a dash can be used to introduce a list, instead of a colon. When a list is introduced informally, we substitute a dash (-) for a colon.

LOOK at these examples:

The following people were there: Bob, Tom, and Will.

They were all there - Bob, Tom, and Will.

CHECK the sentence that incorrectly uses a dash.

- ☐ All right -- tell me everything and be quick about it.
- ☐ He saw them -- The mayor, the priest, and the butcher's son.
- ☐ I need you here -- helping me, watching me, and cleaning up.
- ☐ The countries that signed the treaty were the following -- Japan, the United States and Canada.

The countries that signed . . . .

7.

READ this example:

> The answer was simple -- find the owner of the house.

The dash (--) is also used to join a group of words to a sentence, or to join another sentence to the first, when the second explains, illustrates, or restates the first.

CHECK the pair of sentences below that could be joined by a dash.

- ☐ Everyone knows about George Washington and Abraham Lincoln.
  Other famous presidents are Theodore Roosevelt and Franklin Delano Roosevelt.
- ☐ The students in our class are intelligent.
  I like our teacher, Mrs. Jones, too.
- ☐ The daisy is a common flower.
  It is found along every road.

The daisy is a common flower.

8.

Often the dash is used to join to a sentence a few words that explain, illustrate or re-state its meaning.

LOOK at this example.

> His greatest pleasure was playing the violin - a hobby he had had since childhood.

In this case "a hobby" furthur explains the violin playing, so it is joined to the sentence by a dash.

CHECK the sentences that require dashes.

- ☐ He found the boys as they slept huddled on the ground_the cold hard ground.
- ☐ That is what I want to be_a doctor.
- ☐ Tell her_ you love her.

He found the boys as they . . . .

That is what I want . . . .

9. FILL IN the blanks with either a colon or a dash. He told him everything_ how he got there and why he stayed. That was his priceless gift_ an interest in folk music. These are the things I want you to bring_ your books and your bicycle. Tell her about the time we went to Paris_ beautiful Paris. Now show me_ where did this take place?	 - - : - -
10. Another correct use of the dash is illustrated below. Here it sets off a final explanatory or summarizing word. To abolish slavery, John Brown committed another crime--murder. A group of words, even long clauses, may be set off by the dash: We practice what we preach--or so we believe. Using the examples above to guide you, PUNCTUATE the following. If no punctuation is needed WRITE C after the sentence to show that it is correct as is. A fantastic sight greeted them_the fabled Temple of the Sun. _____ He showed them_ our best china Royal Doulton. _____ Watch as he tells you about his hobby_ a boring tale. _____ Then they saw it_ an eight-story egg plant.	 . . . greeted them--the . . . . C . . . hobby--a boring tale. . . . saw it--an . . . .

11.

CHECK the sentences that are punctuated <u>incorrectly</u>.

- ☐ Bring the following items to the examination room: two sharp pencils, a pen, a compass, a ruler and a protractor.
- ☐ I made sure of my facts: I could not afford to be wrong.
- ☐ It is an event you may never see again--a total eclipse of the sun.
- ☐ This was the treasure they found--two gold coins.
- ☐ The room was perfect, chairs were in order, magazines were neatly piled on the table, the floor sparkled with wax and fresh air filled the room.

I made sure of my facts: . . . .

The room was perfect, ...

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

PUNCTUATION	HOW TO USE
comma (,)	Example: Jack, who is pitching, has a sprained ankle. RULE: Use a comma before and after modifiers. Modifiers are extra words or phrases that are not essential to the meaning of a sentence. HINT: Long modifiers are often introduced by such words as <u>who</u>, <u>although</u>, <u>because</u>, <u>which</u>, <u>whose</u>, etc. Example: NECESSARY The boy who is throwing the ball sprained his ankle. UNNECESSARY Farmers, who are very dependent on the weather, read the Almanac. Do NOT use a comma when these words introduce phrases that are <u>necessary</u> to the meaning of a sentence. RULE: Use a comma after words or phrases at the beginning of a sentence that come before the subject. Example: Usually, grease is hard to get out of clothes. When the watchman arrived home, he was very tired.
Colon (:)	Example: The member nations are: Great Britain, France, Belgium, and the Netherlands. RULE: Use a colon to introduce a list of items in formal writing (such as a textbook or a report).
Dash (-)	Example in informal style: They were all there - Bob, Ted, and Dick. Example in formal style: The following people were there: Bob, Ted, and Dick. RULE: Use a dash (instead of a colon) to introduce a list in <u>informal</u> writing.

MASTERY TEST

Time started _____

READ the following sentences, paying particular attention to the underlined punctuation. CHECK the sentences that are not punctuated correctly.

1. ☐ They were all there; Tom, Dick and Harry.
2. ☐ We studied the following subjects; biology, chemistry, and English.
3. ☐ Then three events occurred -- the election, the inauguration, and the assasination.
4. ☐ It was very plain that; Tom would go to London.
5. ☐ Please bring the following items, a coat, two pairs of socks, and a scarf.
6. ☐ This was the treasure; two old gold coins.
7. ☐ That's the trouble -- you don't have the right attitude.
8. ☐ Be sure to tell her; that her coat has been found.
9. ☐ The bulletin board -- was messy.
10. ☐ Einstein was a genius; that's for sure!

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

PUNCTUATING SERIES WITH COMMAS AND SEMICOLONS

LEVEL: III

UNIT: 5

LESSON: 7

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1. PREVIEW FRAME The comma has many uses; it is, indeed, the most common punctuation mark--and the most misused. In this lesson, you will learn the correct use of commas and semi-colons to separate words and phrases in a series. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. The chief exports are coal, oil, and steel. Joan, Nancy, Mary, and Louise are members of the club. You can have milk, tea, or coffee with your dinner. Each of the above sentences contains a series of nouns separated by commas. Where do the commas appear? ☐ after every noun in the series except the noun following the conjunction "and" or "or". ☐ after the last noun in the series ☐ before the first noun in the series Using the above sentences as a guide, CORRECT the punctuation of the sentences below. CIRCLE unnecessary commas and INSERT missing commas. Horses, elephants and cows are all mammals. You can use crayons paint, or chalk for your drawing.	after every noun in the. . . . . . .elephants, and cows, ...crayons, paint. . .

3.

The meal included soup, meat, potatoes, salad, and dessert.

When the last two members of a series are joined by a conjunction, the comma precedes (comes before) the conjunction.

INCORRECT: I like cats, dogs and,canaries.

COPY the above sentence, and PUNCTUATE it properly:

_____

I like cats, dogs, and canaries.

4.

NOTE: When we speak of words in a series, we refer to three or more words. READ these examples:

1. Tom and Dick were there.

2. Tom, Dick, and Harry were there.

NOTICE that there is no comma in sentence 1, in which there are only two items in the series.

UNDERLINE the series in the following sentences. In the space at the left of each sentence, WRITE the number of items in the series in each sentence.

_____ 1. Robert Anderson and Tom Doyle are our our half-backs.	2
_____ 2. Riding, swimming, and running, they were having a great time.	3
_____ 3. He likes Bach , Beethoven, Brahms, and Otis Redding.	4
_____ 4. Worrying and fretting will get you no where.	2

5.

Remembering that only series with three or more items needed commas, CHECK the sentences below that are not punctuated correctly

☐ The girls ordered sandwiches , and sodas	The girls ordered. . . . .
☐ We cleaned the garage , the attic , and the basement	
☐ Most schools teach reading writing and arithmetic	Most schools teach. . . .

5. (continued) ADD commas if they are needed in the following sentences. WRITE "C" after the sentence if it is correct as is. 1. Bob and Will come early. _____ 2. I saw Ben Hur Cleopatra and Bikini Beach Party. _____ 3. She and I are both angry. _____ 4. You will need bricks, motar, a trowel and some string. _____	 C Ben Hur, Cleopatra, and . . C bricks, motar, a trowel
6. She put two pairs of shoes, two skirts, and three blouses in the small suitcase. They like to ride, swim, and ski. This model is available in red, black, green, or blue. The members of a series need not simply be a series of nouns; they can be nouns with adjectives, adjectives alone, verbs, even phrases or clauses. However, the members of a series are usually identical in form. Examples of different kinds of series are shown above. PUNCTUATE the following sentences: Give me the red pencil the ruler and the eraser. I don't know whether to ask Carol Fran or Irene. There were books on the chair on the table on the desk and under the bed.	 . .pencil, the ruler, and . . . . .Carol, Fran, or . . . . . .chair, on the table, on the desk, and . .

7. PUNCTUATE where necessary: New York New Jersey and Pennsylvania are the Middle Atlantic States. The room was done in shades of green blue and yellow. We looked in the cupboards on top of the refrigerator behind the door and under the table. They learned to read write and do simple arithmetic.	. . .York, New Jersey, and . . . . .green, blue, and . . . . . .cupboards, on top of the refrigerator, behind the door, and. . . .read, write, and. . .
8. She is probably in her room or in the kitchen. My favorite colors are red and yellow. When a series has only two members, as in these examples, no comma is used. CHECK any sentence which is incorrectly punctuated: ☐ California has high mountains beautiful beaches and fertile valleys. ☐ Martha and Nancy came home from school together. ☐ Take your raincoat, and your umbrella. ☐ This box is longer, higher, and wider than the other.	California has . . . Take your raincoat. . .

9.

We had ice cream and candy and soda.

Generally it is not advisable to use a conjunction such as <u>and</u> between all the members of a series, as in the above example. But even good writers do it once in a while, for emphasis or to convey a mood.

If you do put conjunctions between all the items in a series, do not use commas.

PUNCTUATE the following. If the sentence does not need any commas, WRITE "no commas" after it.

Boys and girls and men and women came running.
_____

no commas

You can put a turtle or some goldfish in that bowl.
_____

no commas

He owns two cars a boat a motorcycle and a plane.
_____

. .cars, a boat, a motorcycle, and . . .

10.

CHECK the sentences that are NOT punctúated correctly.

☐ I want a bike or a doll or a new dress for my birthday.

☐ Skiing swimming skating and riding are his favorite sports.

Skiing. . .

☐ The male bird is usually brighter and larger.

☐ We will get two dollars from Joe three dollars from Marion and fifty cents from Dora.

We will get. . .

11.

Among the Indian tribes they saw were the Choctaws, the Chickasaws, the Sioux.

The last member of a series need not be preceded by a conjunction. In formal writing, you will occasionally see a sentence like the one above.

In a series that does not contain a conjunction:

- ☐ all members of the series are separated by commas — all members of the series are. . .
- ☐ all members of the series except the last two are separated by commas
- ☐ none of the members of the series are separated by commas

PUNCTUATE the following sentence:

Houses trees animals even people were buried beneath the landslide. — Houses, trees, animals, even. .

12.

CHECK the sentences that are NOT punctuated correctly.

☐ Chess pieces can move up down sideways or diagonally	Chess pieces. . .
☐ I emptied his pocket and found a skate key and a ball of string and two pennies and an old nail.	
☐ Pioneer women baked bread made soap washed clothes and sewed in their spare time.	Pioneer women . . .
☐ The next speaker will be the Russian delegate or the French delegate.	
☐ The primary colors are red orange yellow green blue violet.	The primary colors. . .

13.

Charles is a tall, skinny, quiet boy.

A series of adjectives preceding a noun should be separated from each other by commas - but only if each adjective is of equal importance, as in the above sentence.

Sometimes the adjectives in a series are <u>not</u> equally important, so commas are omitted:

He wore a bright red hunting coat.

A simple test reveals where to use commas: try saying "and" between each pair of adjectives; if the result sounds ridiculous, <u>omit</u> commas; otherwise, <u>insert</u> them.

For example "Charles is a tall and skinny and quiet boy" sounds clumsy but not ridiculous. On the other hand, "He wore a bright and red and hunting coat," is nonsense.

INSERT commas between adjectives where appropriate:

My brother has a little red wagon.

She is a sweet old lady.

We entered the warm dimly-lit room. . . .warm, dimly-lit. . .

14. PUT IN commas if they are needed. If the sentence is correct as is, WRITE a "C" after it. The members of the team are big strong handsome men. _____ I need a spool of heavy white thread. _____ The United States is made up of fifty separate states. _____ She is a beautiful dark-eyed girl. _____	. . .big, strong, handsome. . . C C . . .beautiful, dark-eyed. . .
15. In this frame and the next, you will have a chance to review everything you have learned so far in this lesson. CHECK any sentence which is <u>incorrectly</u> punctuated: ☐ Bathing in the warm, calm, transparent water was delightful. ☐ It was a 1935, Ford, sports roadster. ☐ Some of the passengers were still in their cabins or in the dining salon. ☐ The baby cried all morning, all afternoon, and through the night. ☐ Turtles, snakes, alligators are among the animals in the Reptile House. ☐ We had hot dogs, and potato chips, and cokes.	It was a 1935. . . Turtles, snakes. . . We had hot dogs. . .

16.

PUNCTUATE as needed:

The boats go back and forth between the islands every week.	No punctuation needed
They looked here there and everywhere.	. . .here, there, and. . .
He was driving a very large delivery truck.	No punctuation needed
The new building is a large airy well-planned structure.	. . .large, airy, well-planned. .
You can use butter margarine or cooking oil in this recipe.	. . .butter, margarine, or. . .
He speaks English Spanish French German Russian.	. . .English, Spanish, French, German, Russian.

10

17.

Her family includes Frank, her older brother; Martha, her younger sister; her parents, Mr. and Mrs. Brown; and herself.

When the members of a series contain commas within them, the series is separated by semi-colons. The above sentence is an example of such a series.

COMPLETE the punctuation of these sentences by inserting semi-colons:

The members of the band were John, the guitarist Eddie, the pianist Frank, the drummer and Bill, the bass-player.	. . .guitarist; Eddie, the pianist; Frank, the drummer; and Bill, . .
We waited for John, who was late, Eddie, who never got there, and Peter, who wasn't even expected .	late; there,
Michael said he had seen Ninotchka, with Greta Garbo, One, Two, Three, . ., with James Cagney, and Splendor in the Grass, with Warren Beatty.	Garbo Cagney

18.

PLACE a check next to the sentences that are incorrectly punctuated.

☐ The zoo had seals, walruses, and sea-lions in in a pool; deer, giraffes, and elephants in outdoor cages; and birds, fish, monkeys, and reptiles indoors.	
☐ The department heads are Prof. DeWitt, History, Dr. Ferguson, Mathematics, Prof. Levin, Science, and Dr. Ortiz, Languages.	The department heads. . .
☐ Those present were Dr. Wilson; a surgeon; Dr. Adams; a psychiatrist; and Dr. Macrea; a proctologist.	Those present. . .

19.

CHECK those sentences which are punctuated correctly.

- ☐ Payments are due January, 1,1968, July, 1, 1968, January, 1, 1969, and July, 1, 1969.
- ☐ Putting it together requires hard work and a lot of patience. — Putting it. . .
- ☐ Please give us three chocolate ice-cream cones. — Please give. . .
- ☐ All he had left was one dollar and five pennies and a subway token. — All he had left. . .
- ☐ The sidewalk was crowded with girls on their lunch hours delivery boys on bicycles and children returning to school.
- ☐ A fortune-teller predicted she would meet a tall dark handsome man.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

	Example: His greatest pleasure was playing the violin - a hobby he had had since childhood. Example: The daisy is a common wildflower - it is found near every road. RULE: Use a dash to join a group of words to a sentence or to join one sentence to another when the second part of the complete sentence explains, illustrates, or restates the first. Example: To abolish slavery, John Brown committed another crime - murder. RULE: Use a dash to set off a final word that explains or summarizes what has gone before.
HOW TO PUNCTUATE A SERIES	Examples: They liked to swim, ride, and skate. She packed shoes, sweaters, slacks, and socks. She packed black shoes, long-sleeved sweaters, and furry socks. Among the Indian tribes they saw Choctaws, Chickasaws, Sioux. RULE: Use a comma between each item in a series. If a conjunction is used at the end of the series, use a comma before it. If the last item of the series is not preceded by a conjunction, use a comma before the last item. A series consist of: three or more nouns three or more nouns with adjective modifiers three or more verbs three or more adjectives three or more phrases or clauses.
Semi-colon (;)	Example: The zoo had seals, walruses, and sea-lions in a pool; deer, giraffes, and elephants in outdoor cages; and birds, fish, monkeys, and reptiles indoors. When the items in a series contain commas within them, the series should be separated by semi-colons.

MASTERY TEST

Time started _____

PART I

READ the following sentences, paying particular attention to the punctuation of the underlined sections. CHECK the sentences which are not punctuated correctly.

1. ☐ Have you met my attractive; charming friend?
2. ☐ He listened to the shouts, and cries, and laughter of the men.
3. ☐ I like baseball__football__and soccer best.
4. ☐ We studied history, English, biology, and math.
5. ☐ Here come Bob Krasnow, and Willie Jackson.
6. ☐ It goes up, down, and to the left.
7. ☐ I admired his tenacity, and ingenuity.
8. ☐ He spoke in a forthright, direct manner.

PART II

For each of the following sentences, CHECK the correct way of punctuating the underlined part of the sentence.

9. The committee includes Mrs. Carter, the chairman; Miss Ness, the vice-president; and Mrs. Perez.
   a. ☐ Mrs. Carter, the chairman, Miss Ness, the vice-president,
   b. ☐ Mrs. Carter; the chairman, Miss Ness; the vice-president,
   c. ☐ Mrs. Carter, the chairman; Miss Ness, the vice-president;

10. We want to strive, to seek, and to find.
   a. ☐ to strive to seek and to find.
   b. ☐ to strive, to seek, and to find.
   c. ☐ to strive; to seek, and to find.

11. It's easy and quick and fun to do.

a. ☐ easy and quick and fun

b. ☐ easy, and quick, and fun

c. ☐ easy; and quick; and fun

12. These are the kinds of fruit he likes best: peaches, pears, apples apricots.

a. ☐ peaches pears apples apricots.

b. ☐ peaches, pears, apples, apricots.

c. ☐ peaches; pears; apples; apricots.

13. Have you seen my big, fat, ugly dog?

a. ☐ big fat ugly

b. ☐ big, fat, ugly

c. ☐ big; fat; ugly

14. They never once stopped their yelling, and screaming.

a. ☐ yelling and screaming.

b. ☐ yelling, and screaming.

c. ☐ yelling; and screaming.

15. Paint was splattered all over the furniture; across the walls; and on the floor.

a. ☐ furniture across the walls and on the floor.

b. ☐ furniture, across the walls, and on the floor.

c. ☐ furniture; across the walls; and on the floor.

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

MORE CONFUSING WORD PAIRS

LEVEL: III

UNIT: 5

LESSON: 8

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1. Like people, there are certain pairs of words which look very much alike, although they have different or even completely unrelated meanings. They can be a source of great confusion to people who do not know them well. In order to use them correctly, you must be able to tell these words apart and know the meaning of each. In the following lesson you will get to know some of these "word-pairs." NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. e<u>migrate</u> - <u>i</u>mmigrate You are already familiar with part of the word pair above from previous lessons. The portions that are <u>different</u> in the two words are underlined. To migrate is to leave one country to settle in another. "E" means "out" and "im" means "in." An emigrant is a person: ☐ entering a country ☐ leaving a country	leaving a country
3. emigrate: to leave one's native country to settle elsewhere immigrate: to enter a foreign country for the purpose of settling there FILL IN the blank with one of the words above: The population of Ireland greatly decreased because so many people _____d, when a lack of rainfall created a food shortage. Many of these people _____d to the United States. America accepted nearly everyone who wanted to _____.	emigrate immigrate immigrate

4. FILL IN the blanks below using one of these words: emigrate immigrate So many scientists have _____d from England recently that the nation is experiencing a "brain-drain." Many people _____ to the United States because they feel America is a "land of opportunity." Some American Negroes feel they will never be treated fairly in this country so they have decided to give up their citizenship and _____.	emigrate immigrate emigrate
5. Some words which look alike have similar meanings. Others, although they look very much alike, have nothing to do with each other. Consider the following word pair: allusion illusion CIRCLE the portions of the words above, in which they <u>differ</u> from each other.	(a)llusion (i)llusion

6. READ the following definitions: allusion: a reference to something illusion: a false impression or belief The meanings of these two words are: ☐ related but different ☐ completely unrelated WRITE one of the above words in the blanks, to correctly complete this sentence: By making frequent _____s to little-known facts, he created the _____ that he was well educated. He was able to maintain this _____ by reading constantly and remembering details.	completely unrelated allusions illusion illusion
7. The following sentences illustrate the use of the words allusion and illusion. People in high society often allude (casually refer) to famous personalities in their conversation. Many people in ordinary society encourage illusory (false, deceiving) beliefs about their social status. FILL IN the blanks below, using one of these words: allusion illusion They create _____s about themselves by constantly making _____s to important people. Really, they know of these important people only because they find _____ to them in the society columns of newspapers.	illusion allusion allusions

8. Illusions are often harmful because they involve believing something that isn't true. Allusions, however, may be very helpful, by reminding people of things they have forgotten. WRITE one of the underlined words in each of the sentences below. She was under the _____ that she had lost weight, so she discontinued her diet. This _____ was quickly destroyed when she stepped on the scale. I would never have recognized him if not for his _____ to the summer we spen together in Spain thirty years ago. Britain continued to tax the American colonies, since she was under the _____ that the colonies would not fight against such a policy.	illusion illusion allusion illusion
9. FILL IN the blank below with one of these words: allusion illusion In his long and detailed report of the election results, the newscaster made only a brief _____ to the defeated candidates.	allusion

10. Below are two words which sound exactly alike but have unrelated meanings. CIRCLE the portions in which they differ. bridal - having to do with a bride or a wedding bridle - (1) part of a horse's harness (2) having to do with horseriding (3) toss up one's head in anger as a horse does WRITE one of the words above in each of the blanks: While all societies probably have some form of wedding ceremony, specific _____ customs may vary enormously from one society to the next. Some Americans may well _____ at the very thought that a bride can enter into marriage without carrying a _____ bouquet. She had never ridden a horse before, so she didn't know how to put on the _____.	bridal bridle bridal bridle bridal bridle
11. The following sentences illustrate the use of the underlined words. The memory of its <u>bridle</u> may well be very painful to the horse. You would expect, on the other hand, that everything connected with <u>bridal</u> festivities leave only the happiest associations. WRITE one of the underlined words in each of the blanks below: A _____ path should not be too steep, since horses cannot scamper over rocks and cliffs like goats. The _____ music was played so slowly that we thought the bride would never reach the altar. She had trouble controlling the animal because she had not fastened its _____ properly.	bridle bridal bridle

12. FILL IN the blank with one of these words: bridal bridle Many societies traditionally extend their _____ ceremonies over several days.	bridal
13. CIRCLE the parts of the words below in which they differ: complement compliment complement: that which completes something compliment: an expression of praise or admiration WRITE one of the above words in each of the blanks. At the end of the evening I _____ed the conductor on the chorus' excellent performance. Actually, it was obvious to the audience that the chorus was missing its full _____ of voices. Nevertheless, it was not wrong to _____ him because under the circumstances the chorus did do a very good job.	complement compliment compliment complement compliment

14.

The following sentences illustrate the use of the underlined words.

Green and Barker almost never wasted <u>compliments</u> on each other. They knew that as a team they were very <u>complementary</u> to each other. Green was the solemn, naive type - Barker was loud and demonstrative.

WRITE one of the underlined words in each of the blanks below:

Since the two discussions presented different points of view they _____ed each other and were not repetitious. — complement

He does not like flattery, so do not _____ him too much. — compliment

May I assure you that these flowers bring with them the _____s of their sender. — compliment

15.

FILL IN each of the blanks below with one of the words offered for the sentence.

allusion illusion

Unfortunately, for some marriages this blissful ideal turns out to be an empty _____. — illusion

bridal bridle

Since husband and wife may fight too much, the _____ vows they once made may become burdens. — bridal

complement compliment

In an ideal marriage the husband and wife offer different qualities which _____ each other, forming a perfect union. — complement

16.

UNDERLINE the portions in the words below in which they differ from each other.

council	counsel	council counsel
a council:	a group of people assembled for the purpose of providing advice	
(1) counsel: (2) to counsel:	(1) advice (2) to give advice to	

The two members of this word pair are:

☐ related in meaning
☐ completely unrelated in meaning.

related in meaning

WRITE one of the above words in each of the blanks below:

The judicial branch of a tribal government was called a _____. council

It is supposed to _____ the Chief on matters pertaining to tribal or custom. counsel

It might be interesting to study the extent to which the Chief was forced to follow the _____ he received. counsel

17. A member of a <u>council</u> is sometimes called a councilman or a councilor. A man who gives advice, or <u>counsel</u>, is called a counselor. WRITE one of the underlined words in each of the blanks. Because of the complexity of political situations today, executives in government seek the _____ of many different political advisors. These advisors _____ leaders on matters of economics, city-planning, foreign policy, health administration, and countless other subjects. The legislative bodies of many cities today are called _____s. Their purpose, however, is more that of making laws than of supplying _____to the mayor.	counsel counsel councils counsel
18. FILL IN the blank below with one of these words: council counsel In monarchies of the past, some _____s had real power, while others served merely as advisory bodies.	council

19. CIRCLE the letter in the longer word that is missing in the shorter word. waive - to give up, or keep oneself from using, something wave - to bend or sway up and down or back and forth (or something which waves) WRITE one of the above words in each of the blanks. The flag _____d in the breeze as the candidate approached the microphone. He talked to the audience for several minutes, telling them not to _____ their right to vote in the coming election. As he stepped off the platform, he smiled warmly and _____d good-bye.	waive wave waive wave
20. An infant in our society easily learns to <u>wave</u> at people merely by imitating the actions of those around him. Because he wished to <u>waive</u> the responsibilities of fame, he gave up his career as an actor. WRITE one of the underlined words in each of the blanks. _____ upon _____ of soldiers marched up to the reviewing stand, came to a halt in front of the stand, and saluted General Stone. Among his own private staff, General Stone _____d the privileges due his rank, but at ceremonial occasions such as this one, he enjoyed this show of respect. He glanced at the flag _____ing crowds along the streets, to see if they were watching.	wave, wave waive wav

21. FILL IN the blank below with one of these words: waive wave Due to the lack of time, I _____d my right to reply to my opponent and turned to the audience for its reaction to the issue we had been debating.	waive
22. UNDERLINE the portions of the words below in which they differ from each other: accept - to take or receive except - leaving out, not including She _____ed the gift shyly. _____ for a prize she had once received for having written the best poem in her class, this was the first gift she had ever received. She vaguely realized that she did not really know how to _____ this type of kindness from people.	<u>ac</u> cept <u>ex</u> cept accept Except accept

23.

The following sentences illustrate the use of the underlined words.

> At the announcement of his name Mitchell rose to his feet and marched up to the podium. The audience settled back with a patient sigh. They knew that short <u>accept</u>ance speeches were the <u>except</u>ion rather than the rule.

WRITE one of the underlined words in each of the blanks.

Everyone in the room, _____ the stone-faced gentleman in the front row, clapped wildly when Steve_____ed the nomination. _____ for his age, he was the perfect candidate. Steve knew in _____ing the candidacy, that it would be a tough campaign. His opponent had an excellent record.

except

accept

Except

accept

24.

FILL IN each of the blanks below with one of the pair of words offered for the sentence.

accept except

I offered him a chance to win back some of the money, but he did not _____ it.

accept

council counsel

Each class was assigned a trained psychologist to provide personal _____ling to the students.

counselling

waive wave

When he saw that the approaching bus had standing room only, he decided to wait for the next one, and _____d this one on.

waved

bridal bridle

The _____ path ended in a clearing, where the riders dismounted and let their horses rest for a while.

bridle

allusion illusion

He made an _____ to a book I hadn't read.

allusion

complement compliment

The band sounded weak since it lacked its full _____ of brass instruments.

complement

immigrate emigrate

Since the Cuban revolutions, thousands of Cubans have decided to leave their country and _____ to the United States.

immigrate

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

MASTERY TEST

Time started _____

FILL IN each of the blanks below with one of the words offered for the sentence.

1. (bridal - bridle) Its long white beaches, cool wooded walks, and wandering _____ paths for riding horses make it an ideal vacation spot.

2. (compliment - complement) The brigade could not begin its march until it received its full _____ of men.

3. (waived - waved) At the advice of his lawyer the defendant _____ his right to a re-trial.

4. (council - counsel) As a concession to the demands of his people, the King established a _____ to advise him on matters of state.

5. (allusion - illusion) Never having read Shakespeare, I did not understand the _____ to Juliet's unhappy love affair.

6. (accept - except) I refused to _____ such a poor excuse.

7. (emigrate - immigrate) Many people leave their native countries and _____ to America in order to have more freedom.

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

SEPARATING SENTENCE PARTS WITH PUNCTUATION

LEVEL: III

UNIT: 5

LESSON: 9

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

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U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1. A comma (,) shows you where to pause when you're reading a sentence. A pause is a short stop in thinking or speaking. When you see a comma in a sentence, you should pause before reading the next word. READ this sentence aloud, pausing for a second at each comma: Jack, bright and alive, jumped out of bed. Now READ this sentence aloud, and notice that it has no pauses (and no commas); you read it all in one breath: Jack jumped out of bed. FILL IN THE BLANK: Commas are used in a sentence to show _____.	pauses

2.

A simple sentence, such as "Jack jumped out of bed," needs no pauses and thus doesn't have any commas. However, when you start adding modifiers you need commas to make your sentences easier to read, and clearer in meaning. For example, if you want to describe Jack as tired and hungry, you would say:

Jack, tired and hungry, jumped out of bed.

The modifying words are not absolutely necessary in this sentence. The main idea of the sentence is that Jack jumped out of bed, NOT that he was tired and hungry.

Commas are put before and after "extra" or modifying words, to show that they are extra, and you don't really need them.

UNDERLINE the "extra" or modifying words below:

Billy, sick and tired, lay down on the grass to sleep.	sick and tired
Billy lay down on the grass to sleep.	
The board, falling, scared Allan out of his wits.	falling
The children brightened up the schoolyard.	
The children, laughing and playing, brightened up the schoolyard.	laughing and playing
Can you see that mountain, towering and snow covered, through the blue haze?	towering and snow covered
The red house is across the street.	

3. CIRCLE the commas that mark off the extra words in these sentences: John, walking down the road, saw some blue Chickory flowers. The banana peel, soft and yellow, made Silvia slip on the cement. Tom Jones, a hungry boy, munched on the apple. My only chance, I knew, was to patch the life raft with tape. Where are the commas placed in the above sentences? ☐ before and after the extra words ☐ after the verb ☐ after the verb and its adverb	 , walking down the road, , soft and yellow, , a hungry boy, , chance, I knew, before and after the extra words
4. WRITE in commas before and after the extra words in these sentences: Maria ran quickly but carefully over the rocks toward the ocean. I guess I should finish I told myself even though I'm sleepy. The vase tall and green sat on the shelf. The fire engine loud and flashing red raced down the street.	 , but carefully, , I told myself, , tall and green, , loud and flashing red,

5.

CHECK the sentences that are <u>not</u> punctuated correctly because they are missing a comma.

- ☐ Every now and then the phone would ring, annoying and loud, and interrupt her sleep.
- ☐ The dancer, while waiting behind the curtain fainted with nervousness. — curtain,
- ☐ The radio, which sounded fine when it was new now sounded like a chorus of crickets grackles and hornets. — new, crickets,
- ☐ The robin bedraggled and dusty, chewed on his worm. — robin,

Where were the commas missing in the sentences you checked?

- ☐ after the verb
- ☐ before the extra words — before the extra words
- ☐ after the extra words — after the extra words
- ☐ before an "and" connecting a list of items

6.

Sometimes, long groups of words, or clauses, are used in the middle of a sentence. These long groups of words modify the sentence. Such long modifiers usually need commas before and after them. An example of this is:

Abraham Lincoln, <u>because he freed the slaves</u>, is known as the great emancipator.

Lyndon Johnson, <u>who is our president</u>, will talk on TV.

Long modifiers are often hard to find in a sentence. An easy way to find them is to look for the <u>key</u> word that starts the modifying phrase. Some of the <u>key</u> words are: <u>who</u>, <u>even though</u>, <u>because</u>, <u>which</u>, <u>whose</u>, and <u>in spite of</u>.

CIRCLE the <u>key</u> words in the sentences below:

Washington, D.C., which is located on the east coast, is the capital of our country.	which
The doctor managed, in spite of the snow, to get through to the dying man.	in spite of
He fixed the flat, even though the spare was in terrible shape, because it was a ten-mile walk home.	even though
The poster, because of its color and design, won first prize in three exhibits.	because

7.

UNDERLINE the long modifiers in these sentences.
LOOK for key words to help you find the long modifiers.

Washington, D.C., which is located on the east coast, is the capital of our country.	which is located on the east coast
Washington, D.C. is the capital of our country.	
Patrick, who is the President's son-in-law, has it made.	who is the President's son-in-law
The next child in line, who needed a vaccination, started crying.	who needed a vaccination
The playground, which is covered with green carpet, is in the park.	which is covered with green carpet
The balloon, which is red, slipped out of Chrissy's hands and slid toward the sky.	which is red
The guitar player, in spite of his blindness, sounds great!	in spite of his blindness
The guitar player sounds great!	

8.

The key words introducing long modifiers (groups of extra words) are underlined below. WRITE IN commas before and after the long modifiers. (The first is done for you)

Philadelphia, <u>which</u> is located in Pennsylvania, is the city of brotherly love.	
The door <u>which</u> is gray is spattered with green paint.	, which is gray,
The baby <u>who</u> needed a sweater was crawling on the floor.	, who needed a sweater,
Steven <u>although</u> having eaten a large lunch had a chocolate sundae with Marcia.	, although having eaten a large lunch,
His mother <u>who</u> lives in the dusty city of Chicago is a secretary.	, who lives in the dusty city of Chicago,
"Life" <u>which</u> is a popular magazine is interesting because it has lots of photos.	, which is a popular magazine,

9.

Commas are used before and after groups of extra words in sentences. Sometimes, however, you may see groups of words such as you've been studying that are not extra -- they're so necessary that the meaning of the sentence would be unclear without them. Since these words are so closely related to other words in the sentence, you DON'T pause or put commas before or after them.

When extra words or clauses are used in a sentence, you:

- ☐ do use commas
- ☐ do not use commas

do use commas

When necessary words or clauses are used in a sentence, you:

- ☐ do use commas
- ☐ do not use commas

do not use commas

When a modifying clause is needed to make the meaning of the sentence clear, you:

- ☐ do use commas
- ☐ do not use commas

do not use commas

10.

PREVIEW FRAME

In the next few frames you will learn how to decide whether or not a modifying clause is necessary to the meaning of the sentence.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

11.

Here's a sentence with a necessary clause describing the subject. The key word telling you there is a clause is who.

The girl who is crossing the street is Pat's sister.

No commas are needed around this clause. Who is crossing the street is necessary because it tells you WHICH girl is Pat's sister. Suppose the clause was left out, like this:

The girl is Pat's sister.

If there were many girls around you, could you tell just from that sentence which girl was Pat's sister?

- ☐ yes
- ☐ no

no

There were no commas in the sentence containing the clause because the clause told you:

- ☐ which girl was being talked about
- ☐ something extra about the girl that you didn't need to know

which girl was being talked about

12.

READ the sentences below. Both have long modifying clauses that begin with a key word -- who.

A. Beverly, who is working in the other room, is wearing a brown dress.

B. The girl who is working in the other room is wearing a brown dress.

Now READ the sentences without the clauses:

A. Beverly is wearing a brown dress.

B. The girl is wearing a brown dress.

In sentence A, which girl is wearing a brown dress?

☐ Beverly
☐ you can't tell

In sentence B, which girl is wearing a brown dress?

_____

Beverly

you can't tell
(or equivalent response)

13.

This frame shows you how to decide if a clause is necessary. FOLLOW these steps:

1. READ the sentences below and LOOK for the key words that point to a modifying clause.

2. CIRCLE the key words

3. CROSS OUT the clauses

(The first sentence is done for you.)

A. The hit (that) ~~he hoped would make him a record breaker~~ turned out to be a foul ball.

B. His failure to hit a home run, which would have made him a record breaker, made him very unhappy.

(which) ~~would have made him a record breaker~~

C. People who like sailing usually know how to swim.

(who) ~~like sailing~~

Now let's see if we can tell who or what is being talked about in each of the sentences above when you take out the clauses:

Sentence A. What hit turned out to be a foul ball?

(you don't know without the clause)

Sentence B. What made him unhappy?

(the failure to hit a home run)

Sentence C. Which people know how to swim?

(without the clause you don't know)

If you don't know the person or thing referred to in a sentence, a modifying clause is needed. Which sentences need the modifying clause you crossed out?

- ☐ A
- ☐ B
- ☐ C

A

C

14.

When a modifying clause is needed to make the sentence tell you who or what is being talked about, there are no commas around that clause.

Which of these sentences needs the clause?

- ☐ The boy who is throwing the ball has a sprained ankle.
- ☐ Jack, who is throwing the ball, has a sprained ankle.

The boy who is throwing the . . .

15.

Let's review the rules for putting commas around groups of words in the middle of a sentence.

1. If the group of words is extra (not needed) commas are needed.
2. If the groups of words are needed to tell you who or what is being talked about, commas are not needed.

CHECK any sentence that is punctuated incorrectly because it has commas where they are not needed:

- ☐ This .30 caliber rifle, which I bought last year, is well made.
- ☐ Ask a man, who owns a Ford truck, if Ford trucks are any good.
- ☐ It is certainly true, she said to herself, even though it was hard to believe.
- ☐ All of us, who live in this valley, grow corn.

Ask a man, who owns a . . .

All of us, who live in . . .

16.

Here are the rules for commas in shorter form:

1. Extra words? commas

2. Needed words? no commas

CHECK any sentence that is punctuated incorrectly because it should have commas.

- ☐ The car_that stopped at the red light_is a Ferrari.
- ☐ My edition of Ulysses , which is on the table__ has many beautiful drawings.

  My edition of Ulysses_. . .
- ☐ Whenever I travel__even if I'm tired , I take pictures and make notes of what I see.

  Whenever I travel__. . .
- ☐ The song__that you're listening to__was written by Bob Dylan.

17. You've worked hard at putting commas in the right places and taking them out of the wrong places. As you know, the right place for commas in a sentence is before and after extra words. When words are needed for the meaning of the sentence, you don't use commas. Since you've worked so hard at placing commas in the right places, it would be a shame to mix them up with other punctuation marks such as colons (:) or semicolons (;). REMEMBER the correct uses of commas that you've studied, and CHECK the sentences below that are WRONG because they use a colon or semicolon INSTEAD of a comma: ☐ We left the house; it was time to go to work. ☐ The fireman; who was wearing a hard hat, grabbed the hose. ☐ Instead of buying a coat: Perry bought a hat. ☐ Jerry: a farmer, owned three tractors. ☐ Porcupines, which have sticky quills, eat these foods: mice, frogs, and beetles. ☐ Running quickly into the house; Cynthia grabbed an umbrella and dashed out again.	The fireman; who was . . . Instead of buying a coat: . . . Jerry: a farmer, owned three . . . Running quickly into the . . .
18. PREVIEW FRAME So far, you have learned about putting commas around groups of words that appear in the middle of sentences. In the following frames, you will learn about groups of words that appear at the beginning of a sentence. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME

19. Extra words and needed words, when they come at the beginning of a sentence, are always followed by a comma. CIRCLE the key word and UNDERLINE the modifying clause in the sentence below: When the night watchman arrived home, it was too early to eat breakfast.	(When) the night watchman arrived home
20. Extra words and needed words at the beginning of a sentence usually come immediately before the subject of the sentence. For example, grease is the subject of the sentence below. Usually hard to wash out, grease sometimes gets on work clothes. CIRCLE the comma in this sentence. UNDERLINE the long modifier.	Usually hard to wash out,

21. CIRCLE the commas in these sentences: **Five miles before** we reached the campground, Matilda and I stopped to rest. **Since it's not important**, you and Margie shouldn't bother with it. **Before leaving**, he packed his duffle bag. **When I was 17**, it was a very good year. Where are the commas in each of the sentences? ☐ before and after the modifier ☐ after the modifier	. . . campground, . . . important, . . . leaving, . . . was 17, after the modifier
22. WRITE IN commas after the beginning words or clauses in these sentences: **Until they stopped** the party none of us got to sleep. **Walking slowly the** hunter stalked the deer. **Wishing for the lucky** number she bought the lottery ticket. **After all it's not that** serious. **All the cement having** been poured we started to trowel it. **Wanting someone to** look at his work he brought it to school	party, slowly, number, all, poured, work,

23. Many sentences need commas for more than one reason. Sometimes, there may be extra words at the beginning AND in the middle of a sentence, to show two or three or more pauses. For example, READ this sentence: Before turning off the radio$_{\underset{1}{\wedge}}$ Peter$_{\underset{2}{\wedge}}$ who was eager to get to work$_{\underset{3}{\wedge}}$ left to catch the bus. Comma 1 is there to show the pause after the beginning clause Before turning off the radio. Commas 2 and 3 are there to show pauses before and after the group of extra words who was eager to get to work. WRITE IN commas in this sentence: After eating his lunch the mechanic who was tired decided to go home.	After eating his lunch, the mechanic, who was tired, decided to go home.
24. WRITE IN commas in the proper places below: As soon as we sat in the bus a girl who was wearing a bathing suit sat down beside us. Baloney! thought Gregory who didn't like the teacher. Even though we worked late Mickey who was a nice guy brought us some sandwiches.	bus, a girl, who suit, sat Baloney!, Gregory, who late, Mickey, guy,

25.

LOOK AT the underlined portions of these sentences to see if they are correct. If the sentence is not correct, CHECK the box at the left.

☐	Although we had time__we didn't see the movie.	Although we had time__. . .
☐	Since you've gone, I've been lonely.	
☐	Peter Piper, who picked a peck of pickled peppers__was pretty pickled.	Peter Piper, who picked a . . .
☐	Margaret Smith, who is a senator, comes from Maine.	
☐	His mother, who knits sweaters, is good at telling yarns.	
☐	Furthermore; she wondered if he was really right.	Furthermore; she wondered . . .
☐	Nike Ajax, an atomic missile__is an effective defense.	Nike Ajax, an atomic . . .
☐	The right thing to do, I knew, was to change the oil.	
☐	After we arrived home, the butler James__who was waiting at the door, put away our coats.	After we arrived home, . . .

26.

CHECK the box showing the CORRECT version of the underlined part of the sentence.

I watched the man, working in the garage.

- ☐ man; working
- ☐ man working
- ☐ man, working

man working

After breakfast I told myself, I would fix the porch.

- ☐ breakfast, I
- ☐ breakfast. I
- ☐ breakfast I

breakfast, I

As soon as he did it, He was told it was okay.

- ☐ it. He
- ☐ it he
- ☐ it, he

it, he

In the course of our vacation we were getting a lot of rest.

- ☐ vacation, we
- ☐ vacation; we
- ☐ vacation we

vacation, we

Although we had time to waste Mr. Carlson a lifeguard, asked us to get off the beach.

- ☐ waste, Mr. Carlson a lifeguard
- ☐ waste, Mr. Carlson, a lifeguard
- ☐ waste Mr. Carlson, a lifeguard

waste, Mr. Carlson, a lifeguard

The truck, that stopped at the corner was blue.

- ☐ truck that
- ☐ truck--that
- ☐ truck, that

truck that

Joe a good ball player, hit four home runs.

- ☐ Joe. A
- ☐ Joe, a
- ☐ Joe a

Joe, a

Because he got a good education, Phillip, a normal guy, found a great job.

- ☐ education, Phillip a normal
- ☐ education Phillip, a normal
- ☐ education, Phillip, a normal

education, Phillip, a normal

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

HOW TO PUNCTUATE SENTENCES CONTAINING TWO COMPLETE IDEAS THAT ARE CONNECTED	
Comma (,)	Example: John played cards, and Jim played ball. RULE: When two complete sentences are joined into one by a connecting word, use a comma just before the connecting word.
Semi-colon (;)	Example: The cows, the sheep, and the horses were easy to hear; while the lambs could not be heard. RULE: When parts of the sentence already have commas, use a semi-colon just before the connecting word. Example: Jim played cards; John did not. RULE: When two sentences are joined <u>without</u> a connecting word, use a semi-colon before the second main part of the sentence.

MASTERY TEST

Time started _____

READ the following sentences, paying particular attention to the punctuation of the underlined portions. CHECK the sentences which are <u>not</u> correctly punctuated.

1. ☐ Johnny said, "We're all in this together."

2. ☐ Laughing as he climbed the ladder, Barry jumped into the pool.

3. ☐ The rosebush, a small one_ was right in the middle of the path.

4. ☐ During the whole day__ which was miserable, the bus groaned and rattled over the mountain road.

5. ☐ Because he was very tired. Sam took it easy that morning.

6. ☐ The airplane__that was in the middle of the runway took off first.

7. ☐ He would always work hard, although clumsily, when he was asked.

8. ☐ Are you sure, Karen__ that you're doing the right thing?

9. ☐ As soon as we got home__ Jean said to me, we've got to eat.

10. ☐ They listened, huddled under the tent__ to the rain on the canvas.

CHECK the correct punctuation for each of the underlined portions below.

11. <u>Tom a</u> carpenter, finished building the porch.

a. ☐ Tom. A

b. ☐ Tom; a

c. ☐ Tom, a

d. ☐ Tom a

12. The only thing to <u>do I</u> knew, was to stick to the truth.

a. ☐ do, I

b. ☐ do. I

c. ☐ do, I,

d. ☐ do I

13. I watched Joe, peeling onions for me.

a. ☐ Joe. Peeling

b. ☐ Joe, peeling,

c. ☐ Joe peeling

d. ☐ Joe, peeling

14. Before George went to school, Paul Prentice, his tutor asked him what he knew about modifiers.

a. ☐ tutor, asked,

b. ☐ tutor; asked

c. ☐ tutor, asked

d. ☐ tutor asked

15. The girl that is sitting by the window is pretty.

a. ☐ girl, that

b. ☐ girl. That

c. ☐ girl, that,

d. ☐ girl that

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

OTHER USES FOR COMMAS AND SEMICOLONS

LEVEL: III

UNIT: 5

LESSON: 10

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

183

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1. READ these two sentences: The man is tall. His wife is short. Which of the following sentences was made by joining together these two sentences? ☐ The man is tall, but his wife is short. ☐ The tall man has a short wife. ☐ His wife is short; the man is tall.	The man is . . . His wife is . . .
2. Here are two ways of combining the two sentences: A. The man is tall, and his wife is short. B. The man is tall; his wife is short. In A, the two sentences are connected by a comma and a connecting word (, and). In B, they are connected by a semi-colon (;). In other words, when you use a word like <u>and</u> or <u>but</u> to connect two different sentences, you need a: ☐ semi-colon ☐ comma	comma

3. Sometimes, when two sentences are joined into one, a connecting word is used. Find the connecting word which connects the following sentences: The cupboard was bare, and so the poor dog had none. _____ We walked home, but we were early. _____	 and but
4. Sometimes the connecting word comes at the beginning of the sentence. UNDERLINE the connecting words in each of these sentences: Although we sat quietly, we were scolded. After Sonny ran home, he cried.	 <u>although</u> <u>after</u>
5. The semi-colon looks like this ; (It is a comma with a period over it.) The semi-colon can be used INSTEAD OF a connecting word. Instead of writing: He was calm, but I was angry. We could change <u>, but</u> into <u>;</u> and get: He was calm; I was angry. CROSS OUT the connecting word and CORRECT the puncutation mark: Trudy danced, and Murray sang. _____	 danced; Murray

6. CHANGE this sentence by adding the connecting word BUT and correcting the punctuation: Fred saw the boat; he didn't tell me. _____	 boat, but he didn't . . . (be sure you put in a comma.)
7. In each blank, ADD either a comma (if there is a connecting word) or a semi-colon (if there is no connecting word): Howard is sick of eating ___ his brother is hungry. We heard the lecture ___ we didn't like it. Arnold was young ___ but he was wise.	 eating; his lecture; young, but
8. In each of these sentences, the connecting word is at the beginning of the sentence. ADD the comma at the place where the second sentence begins: While Ruth ate her toast Charles told her a story. After we won the game the crowd cheered. Before the rain started we went to the park.	 toast, Charles game, the started, we

9. In each sentence, UNDERLINE the comma and the connecting word. If there is no connecting word, CIRCLE the punctuation mark. When we fired the gun, they ran. We fired the gun; they ran. We fired the gun, and they ran. Until we fired the gun, they did not run.	 when gun, (;) , and until gun,
10. COMPLETE these sentences: When there is a connecting word, you should use: ☐ a comma ☐ a semi-colon When there is no connecting word you should use : ☐ a comma ☐ a semi-colon	 a comma . . a semi-colon
11. Remember that the rules just mentioned apply ONLY when two complete sentences are joined. Which of the following sentences are NOT made up of two complete sentences? ☐ John and Floyd played cards. ☐ John played cards; Floyd did not. ☐ John played cards and won. ☐ Henry played cards, while we laughed.	 John and Floyd. . . John played cards . . .

12. When you do not have two complete sentences, you need not punctuate with a comma or semi-colon (even if there is a connecting word.) In the sentences below, WRITE in a comma or semi-colon wherever it is needed. If no punctuation is needed, just WRITE none in the blank after the sentence. Phil rang the bell while we ran. _____ Phil rang the bell and ran. _____ The crowd cheered and shouted. _____ The crowd cheered but it started to rain. _____	 bell, while none none cheered, but
13. Some connecting words are used in pairs. For example, "neither. . .nor" is a pair of words which is used as ONE connecting word: EITHER John has the book, OR I still have it. In the sentence above, the comma comes before the word _____.	 or
14. ADD a comma before the connecting word which begins the second part of each sentence: Either I go home or you stay. If we make enough money then they will let us go. If he gives up then they will take him out of the race.	 home, or money, then up, then

15.

LOOK AT the underlined part of each sentence below. WRITE the correct punctuation in the blank which follows the sentence. If the punctuation is already correct, WRITE correct.

If we want to see the show, we can go. _____ Correct

Bill, and Max are writing. _____ Bill and Max

John flies, while Henry fights. _____ Correct

John flies, and fights. _____ flies and fights

While John flies, Henry fights. _____ Correct

Tony searched the basement and Rocky looked in the attic. _____ basement, and

Tony searched the basement Tony looked in the attic. _____ basement; Tony

Fred read the book, Tony watched television. _____ book; Tony

We saw the movie, they stayed home. _____ movie; they

16.

CHECK the sentences which are correctly punctuated:

- ☐ I whistled loudly enough, and the bird sang. . . .loudly enough, . . .
- ☐ I whistled loudly enough; the bird sang. . . .loudly enough; . . .
- ☐ Either I whistled or the bird sang.
- ☐ When I whistled the bird sang.

17.

Sometimes parts of a sentence already have commas.

For example, suppose we want to combine:

Fred, Arthur, and Tony are here.

with

George is in Texas.

It would not be clear to write:

Fred, Arthur, and Tony are here, but George is not.

To make it easier to read, we use a semi-colon instead of a comma before the connecting word:

Fred, Arthur, and Tony are here; but George is in Texas.

CHECK any sentence that is correctly punctuated:

- ☐ Martha; Dorothy; and Nancy; played in the yard; while we ate lunch.
- ☐ Martha, Dorothy, and Nancy played in the yard, while we ate lunch.
- ☐ Martha, Dorothy, and Nancy played in the yard; while we ate lunch.

Martha, Dorothy, and Nancy played in the yard; while we ate lunch.

18. CHECK any sentence that is correctly punctuated: ☐ After they had gone home, Larry, the doctor's son, showed up. ☐ After they had gone home; Larry, the doctor's son, showed up. ☐ After they had gone home, Larry, the doctor's son; showed up.	After they had gone home, Larry, the doctor's son, showed up.
19. FILL IN the correct punctuation above the part of each sentence that is underlined. (If there is no punctuation WRITE none in the blank after the sentence) When we came back they were chopping wood. _____ We came back they were chopping wood. _____ We made supper while they were chopping wood. _____ We made supper and chopped wood. _____ We made supper, ate candy, and sang _____ while they were chopping wood. _____	back, they back; they supper, while None sang; while

20. COMPLETE the following sentences: When two sentences are connected by a connecting word, there is a _____ just before the connecting word. When two sentences are combined into one without a connecting word, a _____ is placed before the second sentence part.	 comma semi-colon
21. WRITE the correct punctuation in the blank in each sentence. While the men were singing___ the boat was docking. The men were singing___ the boat was docking. The boats were docking___but the men were singing.	 , (comma) ; (semi-colon) , (comma)

22.

WRITE the correct punctuation in the blank in each sentence. If no punctuation is needed, WRITE none at the end of the sentence.

The cows, the sheep, and the horses were easy to hear while the lambs could not be heard. _____	; (semi-colon)
John, the barber, and Harry, the grocer, walked slowly but Reginald stood still. _____	; (semi-colon)
Melvin and Joe sat down. _____	none
Joe sat down and then stood up. _____	none
Melvin sat down and then Joe stood up. _____	(comma)
After the plane took off the airport closed. _____	(comma)
The plane took off the airport closed. _____	(semi-colon)

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

MASTERY TEST

Time started _____

READ the following sentences, paying particular attention to the underlined punctuation. CHECK only those sentences which are not punctuated correctly.

1. ☐ Bob went to the movies; but Allen stayed home.
2. ☐ Either you do as I tell you_or you'll be in trouble.
3. ☐ The boy ran down the street_and ducked into an alley.
4. ☐ Marvin and Anne came; but Bill went fishing.
5. ☐ Benjamin Franklin was also a great inventor, he devised the lightning rod.
6. ☐ Mr. Gauss told me to be on time_or take the consequences.
7. ☐ Paul prefers staying at the house in the country; but Mike likes being in the city.
8. ☐ Everyone was there, but Charlie Hennessey.
9. ☐ They're hard to find; and hard to keep.
10. ☐ Tony always came to school; but never on time.
11. ☐ He grew up in a poor family, and he had to work hard to get ahead.
12. ☐ It was a good book, it was based on my life.
13. ☐ He was not very bright, but he told the truth.
14. ☐ I like running_ and jumping.
15. ☐ It was the best of times; it was the worst of times.
16. ☐ Although we were in a hurry_ the taxi driver went slowly.
17. ☐ Marvin, Jerry, and Dorothy brought the food; while I brought the table.

18. ☐ While the band played, we danced.

19. ☐ We ran across the lawn, rang the bell, and ran away; while they, laughing, hid in the trees.

20. ☐ Either we buy the house, or we will have to keep looking for one.

Time completed _____

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

MORE SPECIAL SPELLING PROBLEMS

LEVEL: III

UNIT: 5

LESSON: 11

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

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U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

199 2

1. PREVIEW FRAME This lesson will present another group of words that are frequently misspelled because they are tricky in some way. The lesson will concentrate on the difficult parts of the words, so that you will not have trouble with them. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. READ the following sentences, paying particular attention to the meaning of the underlined words. 1. The <u>shepherd</u> watched the sheep <u>thoroughly</u> but even so one of them <u>almost</u> escaped. 2. The doctor wasn't sure whether the patient had <u>pneumonia</u> or <u>rheumatic</u> fever, but he said he would prescribe a medicine that would be <u>beneficial</u> in either case. The sentences above may help to make the meaning of the underlined words clear to you. If you are unsure of any of the words, REFER to the word list on pages 16 and 17. Then WRITE the appropriate underlined word next to each word or phrase below. Be careful to spell each word correctly. 1. helpful _____ 2. nearly _____ 3. completely _____ 4. write an order for _____ 5. someone who guards herds _____ 6. the name of a disease _____ 7. a type of fever _____	beneficial almost thoroughly prescribe shepherd pneumonia rheumatic

3.

READ each of the sentences below, paying special attention to the meaning of the underlined words.

1. The captain had such perverted ideas that he had no sympathy for men who were already wounded.

2. John rode his bicycle to the cafeteria.

Use the sentences above, and the word list at the end of the lesson, to help you figure out the meaning of the underlined words above. Then WRITE each of the underlined words next to the correct word or phrase below. Be sure to spell the words correctly.

1. a place to eat _____ cafeteria
2. a leader of men in the armed services _____ captain
3. an emotional feeling _____ sympathy
4. incorrect, corrupt _____ perverted
5. a means of transportation _____ bicycle
6. previously, beforehand _____ already

4.

LOOK AT these two words: prescribe perverted

The first three letters of these two words are the same, but they occur in a different order.

WRITE either "per" or "pre" next to each of these words, to indicate the correct letter pattern of each word:

perverted _____ per
prescribe _____ pre

5. Here are two familiar words that will help you to remember the correct spelling of perverted and prescribe: perform, prepare WRITE "prescribe" or "perverted" next to each of the words below, matching the first 3 letters of the words. perform _____ prepare _____	perverted prescribe
6. Here are two sentences that will help you remember the correct spelling of perverted and prescribe: 1. A druggist must be able to prepare any medicine that a doctor might prescribe. 2. The way he performed made people think he was perverted. WRITE "perverted" and "prescribe" under the word below which has a similar spelling pattern. perform prepare _____ _____	perverted prescribe
7. FILL IN the missing letters to complete the following sentences: 1. A druggist must be able to ____pare any medicine a doctor might _____scribe 2. The way he ____formed made people think he was _____verted.	pre pre per per

8. WRITE the number of the correct spelling of each of the following words: 1. perscribe 2. prescribe 1. perverted 2. preverted	 2 1
9. LOOK AT the whole word: captain UNDERLINE the two letters that these words all have in common: captain said rain again	 captain said rain again
10. Here is a sentence to help you remember the correct spelling of the word captain: The captain said it would rain again. WRITE the two letters that all of the underlined words have in common in the correct order _____	 ai
11. COMPLETE the following sentence by filling in the missing letters. The capt___n s____d it would r___n ag___n.	 captain; said; rain; again

12. WRITE the number of the correct spelling of this word: 1. captin 2. capten 3. captain 4. captian	3
13. LOOK AT the whole word: shepherd The second h in the word above is a silent letter, that is, it is not pronounced. CIRCLE the unpronounced letter h in this word: shepherd	shepherd
14. Here is a sentence to help you remember the correct spelling of the word shepherd: The shepherd watched a herd of sheep. CIRCLE the word herd in this word: shepherd	shepherd
15. COMPLETE this sentence by filling in the missing letters: The shep_____watched a herd of sheep.	herd

16. WRITE the number of the correct spelling of this word: 1. shephurd 2. sheperd 3. shepherd 4. shehperd	3
17. CHECK any word that is misspelled. If all words are spelled correctly, CHECK "none misspelled." ☐ prescribe ☐ perverted ☐ captain ☐ shepherd ☐ none misspelled	none misspelled
18. LOOK AT these two words: almost already How many l's are there in each of the above words? _____	1
19. Here is a sentence to help you remember the correct spelling of almost and already. Al was almost able to drive already. CIRCLE the word Al in each of these words: almost already	(Al)most (Al)ready

20. COMPLETE this sentence by FILLING IN the missing letters: Al was ____most able to drive ___ready.	almost; already
21. WRITE the number of the correct spelling of each of these words: 1. allmost 2. all most 3. almost 1. already 2. allready 3. all ready	3 1
22. LOOK AT these two words. They both refer to diseases: pneumonia rheumatic CIRCLE the vowel combination these words have in common: pneumonia rheumatic	pneumonia rheumatic
23. COMPLETE these words by filling in the missing letters "eu". pn____monia rh____matic	pneumonia rheumatic

24. rheumatic pneumonia The above words are also tricky because they each have a silent letter. REFER to the word list at the end of this lesson if you are not sure of how to pronounce these words. Then UNDERLINE the silent consonant in each of these words: pneumonia rheumatic	 pneumonia rheumatic
25. FILL IN the silent letter h or p to complete each of these words: _neumonia r___eumatic	 pneumonia rheumatic
26. COMPLETE each of these words by filling in the vowels eu and the consonant h or p in their proper places. r___matic p___monia	 rheumatic pneumonia
27. WRITE the number of the correct spelling of each of these words: 1. rneumatic 2. rhumatic 3. ruematic 4. rheumatic 1. neumonia 2. npeumonia 3. pneumonia 4. pnumonia	 4 3

28. LOOK AT these words: through thoroughly UNDERLINE the letters "ough" in each of these words: through thoroughly	 through thoroughly
29. How many o's are there in through? _____ How many o's are there in thoroughly? _____	 1 2
30. COMPLETE these sentences by writing one of the words below in each blank. Use the word list at the end of the lesson if you are not certain of the meaning of the words. Be sure to spell the words correctly. through thoroughly 1. He walked _____ the town. 2. He was _____ disgusted with his friends. 3. He did the job _____.	 through thoroughly thoroughly
31. FILL IN the missing letters to complete these words: thr____gh th_r__ghly	 through thoroughly

32. WRITE the number of the correct spelling of this word: 1. thoroughly 2. thouroughly 3. throughly 4. thoroghly	1
33. CHECK the word that is misspelled. If all words are spelled correctly, CHECK "none misspelled." ☐ pneumonia ☐ allready ☐ thoroughly ☐ rheumatic ☐ none misspelled	allready (should be already)
34. LOOK AT these words: sympathetic bicycle CIRCLE the y in each of these words: sympathetic bicycle	sympathetic bicycle
35. FILL IN the missing letter in each of these words: s_mpathetic bic_cle	sympathetic bicycle

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36. There is another problem in spelling bicycle correctly: should the i or the y come first? Here is a sentence to help you remember that the i comes first: Bicycles are for big kids. CIRCLE the letters that these words have in common: bicycle big	 (bicycle (big)
37. WRITE the number of the correct spelling of each of these words: 1. simpathy 2. sympathy 1. bicycle 2. bycicle	 2 1
38. LOOK AT the whole word: cafeteria CIRCLE the word cafe in this word: cafeteria	 (cafe)teria
39. Here is a sentence to help you remember the correct spelling of the word cafeteria: Would you rather eat in a cafe or in a cafeteria? FILL IN the missing letters in this word: _____teria	 cafeteria

40. COMPLETE the following sentence by filling in the missing letters. Would you rather eat in a cafe or in a _____teria.	 cafeteria
41. WRITE the number of the correct spelling of this word: 1. cafeteria 2. cafateria 3. caffeteria 4. cafiteria	 1
42. LOOK AT the whole word: beneficial How many e's are there in the word beneficial? _____	 2
43. FILL IN the missing e's in this word: b_n_ficial	 beneficial
44. The word beneficial comes from the word benefit. CIRCLE the letters that these two words have in common: benefit beneficial	 benefit beneficial

45. WRITE the number of the correct spelling of this word: 1. beneficial 2. benaficial 3. benificial	1
46. CHECK the word that is misspelled. If all words are spelled correctly, CHECK "none misspelled."' ☐ simpathetic ☐ bicycle ☐ beneficial ☐ cafeteria ☐ none misspelled	simpathetic (should be sympathetic)
47. REVIEW FRAME MATCH the words below with the clues that will help you to remember the correct spelling of the words. A. cafe — 1. _____ cafeteria B. herd — 2. _____ captain C. perform — 3. _____ perverted D. prepare — 4. _____ prescribe E. said, rain, again — 5. _____ shepherd	1. A 2. E 3. C 4. D 5. B

48. REVIEW FRAME How many l's are there in already? _____ How many l's are there in almost? _____ CIRCLE the silent consonants in each of these words: pneumonia rheumatic How many o's are there in thoroughly? _____ CIRCLE the y in each of these words: sympathetic bicycle	 1 1 (p)neumonia (rh)eumatic 2 s(y)mpathetic bic(y)cle
49. FILL IN the vowels eu in each of the following words: rh___matic pn___monia FILL IN the missing vowels in this word: b__n__ficial FILL IN the missing letters to complete this sentence: B__c__cles are for big kids.	 rheumatic pneumonia beneficial Bicycles
50. In each of the following frames, CHECK the word that is misspelled. If all words are spelled correctly, CHECK "none misspelled." ☐ thorughly ☐ rheumatic ☐ cafeteria ☐ already ☐ none misspelled	 thorughly (should be thoroughly)

51.

- ☐ benaficial
- ☐ prescribe
- ☐ shepherd
- ☐ bicycle
- ☐ none misspelled

benaficial (should be beneficial)

52.

- ☐ pneumonia
- ☐ captian
- ☐ sympathy
- ☐ perverted
- ☐ none misspelled

captian (should be captain)

Time completed _____

YO HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THL TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

PERVERTED	corrupted; turned away from what is good, true or morally right His values were perverted because he had grown up among criminals.
PRESCRIBE	to lay down as a guide or rule of action; to write or give orders for the use of a certain medicine The doctor prescribed a medicine that was very rare, and very expensive.
CAPTAIN	an officer in charge of a troop The captain of the ship ordered the crew to return before dark.
SHEPHERD	a man who tends and guards sheep The shepherd led the sheep to a green pasture.
ALREADY	prior to a specified or implied time; previously; so soon They had already begun eating when I arrived.
ALMOST	nearly; only a little less than He was almost finished with the book.
RHEUMATIC	affected by a disease of the joints; rheumatic fever - a disease found mostly in children He suffered from a rheumatic pain in his shoulder.
PNEUMONIA	a disease of the lungs He caught pneumonia after being stranded on a snow-covered mountain for several days.
THOROUGHLY	completely; full in detail They searched the house thoroughly.
SYMPATHY	the act of sharing feelings of another person; the tendency to think or feel alike He had a great deal of sympathy for people who are ill, because he had been ill so much himself.

BICYCLE	a vehicle with two wheels that is driven by pushing pedals He learned to ride a <u>bicycle</u> at the age of six.
CAFETERIA	a self-service restaurant He liked to eat in a <u>cafeteria</u> because he could see the food he was getting before he purchased it.
BENEFICIAL	advantageous; profitable; helpful Eating a balanced diet is <u>beneficial</u> to your health.

MASTERY TEST

Time started _____

For each of the following words, CHECK the appropriate column to indicate whether the word is spelled correctly or whether it is misspelled.

	Spelled Correctly	Misspelled
1. thoroughly	☐	☐
2. cafateria	☐	☐
3. beneficial	☐	☐
4. sheperd	☐	☐
5. rheumatic	☐	☐
6. preverted	☐	☐
7. allready	☐	☐
8. bycicle	☐	☐
9. captain	☐	☐
10. all most	☐	☐
11. neumonia	☐	☐
12. sympathy	☐	☐
13. prescribe	☐	☐

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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